

Writing IEP Objectives For Students With Severe Multiple Disabilities



What Is Your Role?

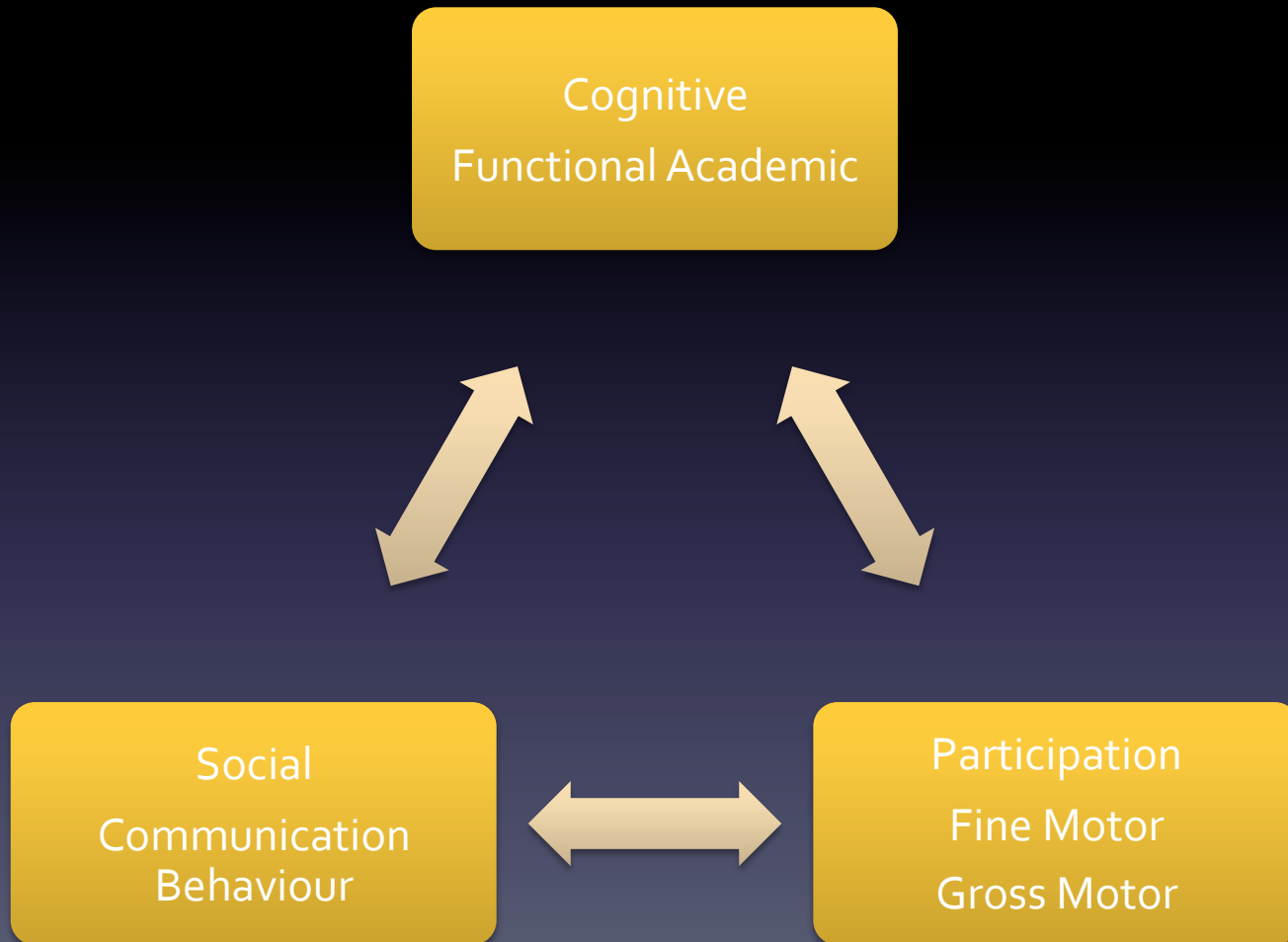
- Teacher
- Teaching Assistant
- Therapist (OT/PT)
- Speech/Language Pathologist
- Parent
- Administrator
- Other

Background...

- Teacher
- Outreach Consultant
- Program Coordinator
(students with severe
multiple disabilities)
- University Instructor
- Board Member/Volunteer
with Therapeutic Riding



Needs Create Goals



Long Range vs. Short Term

Long Range

- General and global statement used for a goal statement for a specific area
- Long range vision
- Purpose for student working on area
- No specific measurement

- E.g., Karen will increase her participation within meaningful activities to strengthen her independence.

Short Term

- Detailed and specific objective for an objective
- Short range vision & achievement
- Measurement identified
- Focus on what the student will do

- E.g. Karen will use her cheek to access her switch within 10 seconds with no prompts, 8/10 times.

Purpose Of Measuring Objectives Within Real Activities



Team or Student Objectives?

- Roll sideways with 1 verbal prompt within 10 secs.
- Smile and look towards a person for greeting within 10 secs.
- Use leaf switch with right finger to activate the Powerlink with only 1 verbal prompt within 10 secs.
- Carry out daily exercise program.
- Increase participation in the classroom.
- Read with buddies daily.
- Receive training for seizures.

Parts Of An Objective

- Who is the objective about? ... Rachel will...
- What will the student do? ... make choices
- Add more details about the task ... between 4 pictures
- How will your student do this task? ... with her reach
- Given what the student does, what is the **STRETCH?** (Refer your baseline for this) ... within 10 seconds
- How will you know your student has reached the goal? (How many times does the student need to demonstrate the task for mastery?) ... 80% of the time.

Too Restrictive To The Activity

- Specific activities where the skill is practiced, go into the strategy section.
- E.g., Bob will use either hand on his switch with the PowerLink within 10 secs.
(During recess or a bowling activity is too specific)



Not Enough Detail



- Len will increase the use of his hands. (Which hand movements? Sweep? Hold? Push? Release? How will you measure progress?)



- Owen will increase the functional use of his vision. (By doing what? How do you measure this?)

How to Identify the **Stretch**

- What is your student's **current level** of performance?
- What is your student able to do **now**?
- How many **prompts** are presently required?
- What elements would help your student become more **independent** in the skill or activity?

Areas Indicating Progress

- Has the behaviour or skill increased or decreased?
- Are there fewer false hits from your student?
- Has the ability to generalize the behaviour to new people, tools, environments or activities changed?
- Has the duration of the behaviour or skill changed?
- Has the prompt level changed? # of prompts?
- Physical/Verbal/Gestural/Modeling/etc.

Changing Prompt Levels



- Wrist prompt
- Hand under hand
- Hand over hand prompt
- Move to least invasive prompt

Learning To Wait



- What are “false hits”?
- How do we teach students to “wait”?

Continuation Of The Skill

- Do we want the duration of the task to increase or decrease?
- What would demonstrate progress?



Changes in Incidence

- Desired Outcome:
Frequency **Increase** e.g.,
time on task

- Desired Outcome:
Frequency **Decrease** e.g.,
time to go home?



Transferring Skills To New People...



Include Prompt Level In The Objective

- With 2 verbal prompts?
- With 1 physical and 1 verbal prompt?
- Within 15 seconds?
- Only with a visual script?
- Independently?



How Do You Determine Mastery?

- 8 times out of 10 trials on 3 consecutive occasions
- 80% of the time over 2 weeks
- Independently on 5 consecutive days
- 4/5 times per day over 3 consecutive days
- Spontaneously 3 times throughout the day 80% of the time
- 8/10 times over 3 random days in a week

Sample Data Collection

LANA'S DATA COLLECTION OVER THE MONTH										DATE: _____										
Objectives (yes - √ No - X) (Record # of prompts: G-Gesture, V-Verbal, P-Physical, S-Seconds if needed) i.e: 1v/2p/5s	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1. Responds with yes/no accurately (√ or x)	x	x	√																	
2. <u>make</u> choice in 10 sec (S)	15	17	12																	
3. <u>glance</u> or turn and smile in 5 sec (g,t,s / S)	s/5	t/8	g/7																	
4. <u>follow</u> directions w/ 1 verbal in 5 sec																				
• Get your lunch kit (# / S)						2/9	3/9	1/7												
• Open the door (# / S)						3/8	2/7	1/5												
• <u>sit</u> in your chair (# / S)						2/9	2/8	1/7												
• Put your feet on the floor (# / S)						1/8	1/7	1/5												
5. <u>hit</u> switch w/ 1 gesture / verbal prompt/ in 10 sec (# / S)						3/15	2/15	2/10												
6. <u>wait</u> to hit switch w/ 1 verbal prompt to wait (#/times)						3/8	3/6	4/6												
7. <u>use</u> hands to reach, etc w/ 3 verbal prompts (#)						5	6	3												
8. <u>push</u> /pull feet w/ 1 verbal prompt (#)											4	4	2							
8. <u>insert</u> remove arms w/ 1 verbal prompt (#)											4	2	2							
9. <u>pull</u> pants up/down w/ 2 verbal prompts (#)											6	5	5							
10. <u>lather</u> /rinse hands w/ 2 verbal & 1 physical (#)											5	5	4							
11. <u>climb</u> wall w/ 4 verbal prompts (#)																7	6	6		
12. <u>sit</u> on sled w/ 2 verbal prompts (#)																5	4	4		
13. <u>sit</u> on tricycle w/ 4 verbal prompts (#)																8	7	6		
14. <u>ride</u> tricycle 1 meter w/ 4 verbal 2 physical (#) (if she exceeds 1 meter also record distance)																8	9	7		

Moving To Measurable Objectives



Not measurable: Ursula will show that she is **ready** 2/3 times on 4/5 days, with 60% accuracy.

Measurable: Ursula will show that she is **ready** with...

- both hands on the table,
 - her head up in mid-line, and
 - Looking at her assistant
- ... 5 times a day with only 1 verbal prompt (**ready**), 80% of the time.

Many Ways To **Assess**

- Data sheets for **each objective**
- Monthly or weekly 1 page checklists for **all objectives**
- Running total (e.g.# of switch hits during a time)
- Journal (e.g., time on task)
- Graded worksheets and tests
- Video translated into concrete data
- Completing a prescribed program (e.g,. PECs level II)
- Timed test sessions

The Who, What, How, When...

- **Who** you are talking about? (Denise)
- **What** is she doing? (is making choices)
- Include more **detail** (between 4 pictures)
- **How** your student is doing it (with her gaze)
- The **stretch**? (within 10 seconds with no prompts)
- What **%** of time over the term? (80% of the time)
- Over what period of **time**? Once? (on 4 consecutive days)

Objectives Need To...

Be measurable...

Be functional...

Have real data...

Make sense!

Can I actually visualize the
assistant collecting this
data?





Many Thanks to AbleNet

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Additional Topics: Email AbleNetUniversity@ablenetinc.com