

1 ☐ From Paper To Practice

What to do after the IEP meeting

2 ☐

3 ☐

4 ☐ GOOD TEACHING REQUIRES

GOOD PLANNING &
COLLABORATION

5 ☐ Design Instructional Plans

Specific plans for how the student will be taught each goal on the IEP

6 ☐ To ensure all who provide instruction to the student....

■ Know how to teach that student specific learning outcomes in various contexts.

■ Know how progress will be measured.

7 ☐ What does an Specialized Instructional Plan look like?

8 ☐ What if there is no
Teacher's Manual?

9 ☐

Designing Specialized Instruction

■ **Who?** Professional team member(s) with the necessary expertise in the content area and teaching methodology

■ **When?** ASAP after goals and objectives are written and accepted

■ **How Long?** Varies widely. Ongoing fine tuning.

10 ☐ Individualized Instructional Programs Should Include:

1. Learning Sequences (stages of learning)
2. Response Definitions
3. Teaching Methods
4. Procedures and Specific Supports
5. Settings and Materials
6. Plan for Measuring Student Progress and Evaluating Instruction
7. Plan for Infusing Specialized Instruction into General Education Lessons/Activities

11 ☐ Individualized Instructional Programs Should Include:

1. Learning Sequences

Steps to achieving the goal.

12 ☐ Learning Sequences

- Where will we begin the teaching process? Then where will we go?
What route will we follow to get the student from where she is now to meeting her first short-term objective?
- Second STO?
- Third STO?
- Annual Goal?

13 ☐ Individualized Instructional Programs Should Include:

2. Response definitions

What does success look like?

What does a mistake look like?

14 ☐ Response Definitions

- What does a correct response look or sound like?
- What other responses might the student make?
- Be clear about what is an acceptable performance by the student and what is not.

15 ☐ Individualized Instructional Programs Should Include:

3. Teaching Methods

What specialized techniques will be used?

16 ☐ Considerations for Selecting Teaching Methods

- ✓ **Student's learning style**
- ✓ **What makes sense given the nature of the skill and the contexts in which it will be taught and used?**
- ✓ **Teacher's instructional style**
- ✓ **Other considerations?**

17 ☐ Sample Specialized Instructional Methods

- Specific cueing strategies
- Errorless learning
- Individualized Reinforcement and Corrections
- Specific Prompting and Fading Strategies
- Shaping
- Honoring and Expansion
- Task analysis and chaining techniques
- Repeated practice

- Time delay procedures
- Computer assisted learning materials
- Extended time for responding or completion
- Pre-teaching

18 ☐ Individualized Instructional Programs Should Include:

4. Procedures and Specific Supports

What will help the student succeed?

19 ☐ Examples of Procedures and Specific Supports

- Partial participation strategies
- Signs/AAC used by instructors and peers
- Therapeutic facilitation techniques
- Specialized equipment (e.g., glasses, splints)
- Sensory considerations
- Positioning and handling
- Direct Instruction & incidental instruction
- Any general conditions that may impact the student's ability to succeed in the instructional activity

20 ☐ Individualized Instructional Programs Should Include:

5. Settings and Materials

Where will instruction occur?

What materials will be needed?

21 ☐ Some Examples

1

- Settings
 - 4th grade classroom
 - Reading group
 - Small group instruction
 - Large group instruction
 - Playground, gym, cafeteria, nurse's office
 - Community sites
 - Resource room with follow up in inclusive activities
 - More???

2

- Materials
 - Topic boards
 - Templates
 - Color coded clock
 - Tactile symbols
 - Personal Schedule
 - Pix Writer
 - Adapted pencil
 - Books with repeated text
 - Calculator

- More???

- 22 ☐ Individualized Instructional Programs Should Include:
6. A Plan for Measuring Student Progress and Evaluating Instruction

23 ☐ **Measuring Progress**

- Data sheets
- Graphs
- When will data be collected?
- Who will collect data?
- What will be done with it?
- When will reliability be checked?

24 ☐ **Why Measure Progress**

- Is the student achieving ?
- Is the progress adequate?
- Is our instruction working?
- Should we change the plan yet?
- What factors are interfering with student progress?

- 25 ☐ Individualized Instructional Programs Should Include:
■ A Plan for Infusing Specialized Instruction into General Education Lessons/Activities

- This is the essence of inclusion...

26 ☐ **Types of Participation**

- Same - pursuing the same learning outcomes as others in the group
- Multi-Level - pursuing different learning outcomes within the same curriculum area
- Curriculum Overlap - pursuing learning outcomes from a different curriculum area
- Alternative - in another activity, but not necessarily isolated

27 ☐ **Steps for Planning Inclusive Instruction**

- Scheduling for inclusion
 - Matrix
- Creating Lesson Adaptation Plans
 - Finding out what's going to be happening in general class activities
 - Working collaboratively with team members to find creative ways to adapt lessons, activities, materials, sequences, etc. to enable all students to participate
 - REQUIRES PLANNING AHEAD

28 ☐ **An Example**
Mandy's Dressing Program

29 ☐ Annual Goal:

Mandy will independently dress for outdoor recess and dismissal (including coat, snow pants, hat, mittens, boots) within 10 minutes on 4 of 5 days over 3 consecutive weeks by April.

30 ☐ Short Term Objectives:

1. Given modified clothing, a template for organizing her clothes, and space away from traffic and a peer model, Mandy will independently dress for both recess and dismissal on 4 of 5 days by November.
2. Given modified clothing, a template for organizing her clothes, and space away from traffic, Mandy will independently dress for both recess and dismissal within 15 minutes on 4 of 5 days by January.
3. Given modified clothing, a template for organizing her clothes, and space away from traffic, Mandy will independently dress for both recess and dismissal within 10 minutes 4 of 5 days by February.
4. Given modified clothing and space away from traffic, Mandy will independently dress for both recess and dismissal within 10 minutes 4 of 5 days by March.

31 ☐ Learning Sequence:

- See example:
- Phases of Instruction are specified for each short term objective.

32 ☐ Response Definitions:

■ Task Analysis for STOs 1-3	Correct Looks Like	Incorrect Looks Like
■ Get template out of cubby	Gets template only	Does not get template
■ Arrange template on floor	Flat, right side up	Upside down, folded
■ Get clothes from cubby	Any order, all	Does not get all
■ Arrange on template	Matches to space	Wrong or incomplete
■ Put on snow pants	On correctly	Backwards, not up
■ Put on boots	Correct feet	Wrong feet
■ Put on jacket	On and fastened	Backward, unfastened
■ Put on hat	On frontward	Backward, inside out
■ Put on mittens	Covering her hands	Does not put on hands
■ Put template back in cubby	In cubby	Left on floor

33 ☐ Teaching Methods:

- Antecedents: Modeling, task analysis and backward chaining, Self-Management Plan.
- Consequences:
 - Success:
 - Individualized Reinforcement - Self-Management Plan.
 - Natural consequences will be reinforcing for Mandy - the quicker she gets ready, the quicker she gets to recess on the bus.
 - Positive feedback from others (teacher, para, peers) also is reinforcing. It should be offered only when she is finished with dressing.
 - Corrections:
 - Prompts
 - Repair strategy - second chance

34 ☐ Procedures and Supports

- Flowchart
- Accommodations:
 - Cubby accessible to her
 - Template for her to place clothes on for dressing sequence
 - Clothes adapted as agreed (Velcro on jacket, pull on boots, etc.)
 - Self-Management Plan

35 ☐ Settings and Materials

- Floor space identified in classroom
- Template
- Modified clothing

- Format for Self-Management Plan
- Cubby
- 36 ☐ **Plan for Measuring Progress:**
 - Data will be collected daily by Mandy and the para educator. Reliability checks will be done once weekly by the special educator, classroom teacher or OT alternately using either videotape sessions or live observations. Interobserver agreement must reach 80% in order for data to be deemed reliable.
 - Data Sheets and Graphs
 - Data based decisions made by consensus
- 37 ☐ **Delivering Specialized Instruction Inclusively**
 - Same (although others not receiving instruction on dressing)
 - In context when other students are dressing for recess and dismissal
 - Peer models
- 38 ☐ **The Million Dollar Question**
 - HOW CAN WE POSSIBLY GET THIS DONE?
 - No time
 - No resources
 - Caseloads are outta control
 - Paperwork is killing me
 - I am the team
 - Team doesn't work together
 - Etc. etc. etc.
- 39 ☐ **The Billion Dollar Question**
 - If we don't plan instruction for our students, how will they learn?
- 40 ☐
- 41 ☐ **Some Ideas That Do Work...**
 - Work as a Collaborative Team
 - Utilize Universal Design Strategies
 - Use resources (people, websites, books, articles, workshops, courses)
 - Get Administrative Support
 - Encourage Parent Involvement
 - Be creative
- 42 ☐ **Questions to Ask...**
 - Ask "In What Ways Might This Student Participate In This Activity?"
 - How can we plan the activity so everyone can be included?