

Collaboration: How to Write Great Goals that Make Sense for the Student

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Laura Chesser, BS Education

Robin Pegg, MEd, COTA/L, ATP

Student Focused...

DON'T FOCUS ON

- the IQ number... this is just a ticket to services
- the disability to the point that you lower your expectations

DO FOCUS ON

- the student's abilities
- the student's capacity for learning
- the disability in order to understand the unique learning profile



The WS Learning Profile



The WS Learning Profile



Strengths

- ◉ Emotional connection to materials
- ◉ Learn best with audio and dynamic visual supports
- ◉ Can learn most anything when it is presented with rhyme, rhythm, or cadence
- ◉ Very Social
- ◉ Very few significant behavior concerns
- ◉ Very Participatory
- ◉ Hyperacussis/Sensitive Hearing

Weaknesses

- ◉ Visual spatial & visual perceptual skills
- ◉ Fine Motor & Visual Motor
- ◉ Abstract Reasoning
- ◉ Perceptual Reasoning (concepts of time)
- ◉ Math skills are very impaired, usually does not advance past 2nd-3rd
- ◉ Poor handwriting, shows little improvement with intervention
- ◉ Expressive and Receptive Language
- ◉ Struggle with attention and focus, but not necessarily hyperactive
- ◉ Difficulty modulating emotions - Difficulty building friendships

OBJECTIVES

- Create a common vocabulary
- Define/Discuss collaboration
- Define Roles
- Focus on supporting the individual's ability to fulfill their role as a student

First... Let's
make sure we
are speaking
the same
language...



What is a collaborative goal?



- One goal... EVERYONE works toward its success
- Can have multiple collaborative goals on an IEP



Task Oriented...

Skills vs. Goals

Skills

- What skill is the student expected to gain?
- Where does the skill apply naturally, not forced.
- The skill should reflect intentional purpose within his/her learning environment, not for the therapist or teacher's convenience.

Goals

- Write goals to address not only the expectation of “what” skill, but “how” and “who” and the “where” (typical learning environment)....the “when” is natural to the school day.



Why do we have goals

- © Each goal is only ONE SMALL task/ability/measurement we are tracking to verify learning
- © It is just ONE AREA OF FOCUS we identified as a group that says
“We will know that ____ is learning
when she can demonstrate _____”
- © Goals were never intended to serve as the students curriculum

Goals are only intended as something THE STUDENT understands & will be able to look back on & be proud of.
It will be something we will look forward to saying ...
ALRIGHT! They got it!

What are the gaps?

What is the expectation?
What's supposed to happen?

Where is the student at right now?

What do we have to do to support the student's ability to fulfill the expectation?

ALL Environments - ALL Day



Then figure out
how each player
at the table can
support learning
& growth of that
skill...

More Goals means Better?



- Not necessarily...
- Sharing responsibility over one goal: it is not normally a natural process - BUT Goals are the STUDENT'S goals not each provider's
- Parents start wearing "The Great Collaborator Hat"
- Listen and connect goals together

In order to work...



ROLES

Special Education is...

A Service



NOT

A Place



Now it's your turn...

SKILL:

OT:

SLP:

PT:

Teacher:

SpEd Teacher:

Paraprofessional:

Principal:

Custodian:

Peers

Social Worker

Music Therapist

Classroom Asst.

Librarian:

Behavior Spec:

Other Teachers:

Hmmm...

Does this need to be a goal?

OR

Is this just an environmental adaptation?

EXAMPLES

Student will demonstrate understanding of 2-3 concepts per unit of instruction across all curricular strands.

- GE Teacher: provides universal accommodations:
 - Preferential seating
 - alternate output
 - multi-sensory instruction
 - teacher directed notes
- Support Teacher: helps GE teacher pick those 2-3 concepts and creates materials
- OT: ensures child is able to produce required work
- SLP: ensure vocabulary and instruction is delivered in a way the student can understand.
- PT: ensures child's desk/seating etc. promote optimal function.

Student will increase reading skills or sight word knowledge by 1 grade level.

- GE Teacher: provides universal accommodations:
 - Preferential seating
 - alternate output/alternate access
 - multi-sensory instruction
 - teacher directed notes
- Support Teacher: supports the child's ability to learn the underlying skills needed to accomplish the goals.
- OT: ensures child is able to produce required work; works on adaptations for input
- SLP: ensure vocabulary and instruction is delivered in a way the student can understand.



A word about progress...

A place where everyone
can be safe and
that everyone can
trust



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Final Thoughts...

Yes...

I Can!



WHAT YOU DON'T WANT TO DO...



RESOURCES

- The following slides contain a myriad of resources to support implementing and writing collaborative goals.

Communicate before meeting

Get a list of ideas generated

Draft IEP goals in advance

Look over Speech, OT, PT, Adaptive PE and MT, Counselor,
Social Worker, Special Education---look at curriculum goals
—connect the dots

Prepare your ideas: with functional purpose built in

Opportunity -----Artifacts

The practice of skills take place over a period of time, across environments.

Accumulating a portfolio and documenting those opportunities will serve as a practical reporting tool.

The reported progress of goals, as skills develop, can serve as a monitor of a student's practice opportunities in typical learning environments.

Gathering the documentation will give well rounded concrete information regarding students progress in all learning environments (on one specific goal) and can be a great monitoring tool for students success and implemented support success.

Ex. Writing type activities can take place in Language Arts, History, Science, Art, Math, Foreign Language, Music

General Education Curriculum

- Common Core:
- Student will do what everyone else is doing.
- What will supports look like so student is learning with all students..... independently?
 - Writing
 - Art
 - Projects
 - Reading
 - Comprehension
 - Transition

2-3 Concepts

- Most Units of Curriculum have 4-5 concepts taught in detail.
- The student with the IEP can have the same exposure but can be held accountable for less information.
 - Such as:

Key words to use for goals

- Use words that are open to allow different types of support to be utilized to address the typically diverse classroom activities
- **Produce vs. Write** (sentences, reports, name, creative work—collage of words, brainstorming)
- Compute/calculate vs. memorization
- Show comprehension vs. memorization, testing,

Activities

- Classroom
 - Group work: definable role, use AT for part or whole group pieces
 - Reading: peer reading, AT audio,
 - Writing: AT Brainstorm, Organize, Produce Sentences
 - Presentation: Practice
 - Create Art
 - Vocabulary: AT, pics/example,
 - Comprehension: AT Complete Chapter questions
 - Math: Compute, Calculate
 - Timeline: Pics and dates

Teachers differ from Therapist

Teachers

SMART Goals Addressing Common Core Curriculum and Learning Environment

- Specific
- Measurable
- Use of Action Words
- Realistic and Relevant
- Time Sensitive

Core Curriculum

Therapist

- ABCD Goals Functional
- Audience
- Behavior
- Condition
- Degree

Functional skills, Stable and Consistent

Therapist Observation

Environmental scan and functional purpose for student to address how to support student in the daily learning environment.

How to work in skills into the natural daily routine? Not separate therapy chunks of time.

Therapist puts in place the necessary tools and supportive practice to allow student to learn in the learning environment on a consistent natural school day schedule.

SAS (Supplementary Aids and S

- Check that AT box!!
- What is AT?
 - Devices that assist you to produce work, outcome, and allows functional access to address
- Is it necessary for the student to produce work for teachers and participate in learning and classroom work?



Inclusion is a philosophy...



Curriculum Access is practice...