

**Curriculum Modification Project**

**SPED 435**

**Example: Target Performance**

Final Draft

*nice job!*

*example*

**Step 1**

- M, age 4
- Lives at home with her mother, father and sister.
- Elementary School, Preschool
- In self contained severe/profound medically fragile classroom all day (cafeteria for lunch time).
- Disability: Cortical Vision Impairment, Developmental Disability, Mitochondrial Abnormality
- Communication: M is at a pre-intentional behavior on the communication matrix (According to teacher. M is able to express comfort, discomfort and she expresses interest in other people.
- Related Services: Physical Therapy 2 x week for 30 minutes, Occupational Therapy 2x week for 30 minutes, Speech Language 1X week for 30 minutes. M is also eligible for ESY for 3x per week and receives related services into the summer OT 1x week, PT 1X week and SLPT 1x week.
- Adaptive Equipment: M uses a stroller to go on family outings and travel back and forth to school (she also uses it for eating in the cafeteria). M sits in a rifton chair for eating in the classroom, language circle and activities. M also uses a stander throughout the day( for afternoon activity and at home);
- Other Information: M wears an AFO brace on her right ankle.

**Step 2**

Expectations for Typical Student	Situation/Setting	What Does Student Do Now?	What would increase student's participation?	Potential Strategies
Student comes off bus on own, greets people in the hallway and arrives in classroom.	Arrival	M gets off bus and heads to classroom with staff and peer helpers. She feels the door texture. She gets floor time until Language Circle	M could greet people she passes in the hallways.	To greet people M could use a switch that said Hello/Good Morning

<p>Students finds seat in language circle. Student responds to teacher questioning and engages in group. Students request turn by raising hand. Students select jobs for the day.</p>	<p>Language Circle</p>	<p>M checks object schedule (flag), participates in Hello/Good morning by engaging with teacher and feeling personal ID piece. M uses vocalization, body language and vision to track objects. Checks object schedule at the end to check for new task.</p>	<p>Keep track of language circle schedule.</p>	<p>Object Schedule pieces set up in a row (all task associated with circle) that M pushes away as circle progresses.</p>
<p>Student moves to table for activity. Student completes project by interacting with materials. Student communicates with teacher and peers during activity.</p>	<p>Group Learning Activity</p>	<p>M checks object schedule (Red bin with materials inside). Participates in activity with hand under hand assistance. She interacts with objects and textures as part of activity.</p>	<p>Hold paintbrush, marker etc for activity.</p>	<p>Adapted paintbrush/marker with texture to engage M to hold.</p>
<p>Student goes to cafeteria and waits in line if purchasing lunch. Student finds seat and eats. During lunch Student interacts with peers by commenting on lunch room and</p>	<p>Lunch</p>	<p>M goes to lunch in the cafeteria. M is fed by staff. Prior to ending oral simulation exercises are used. She sits in stroller in lunch room and rifton chair in classroom. She needs assistance with feeding self. She uses a straw to drink.</p>	<p>Self feed  Communicate with peers-make comments about lunch room etc.</p>	<p>Start lunch earlier to provide more time at lunch (when self feeding it takes a long time)  Spoon with texture to encourage her to hold.  Communication Switch with "This lunch is good/bad"</p>

other conversation.				I like your shirt Is that good?
Student chooses own activity from appropriate activities for the time of the day. Student engages in activity on own or with a peer.	Activity	M is in stander for this portion of the day. She chooses between two activities/centers.	M chose with hand more than vision. M engages in activity with peer.	Actively engage in chosen activity.  M interacts with peer by turn taking switch.
Students packs bag for day, paying attention to things needed for home and for the next day. Student says goodbye to peers and teacher and boards bus.	Dismissal	M feels cubby before she leaves, then feels door texture.	Say goodbye to classmates and teacher and staff.	Switch with goodbye on it that M can press.

Step 3

4 good

Sensory Strengths	Voluntary Movements Efficiency of Movements Use of Movements	Cognitive Structure Recognition Predictability Whole Routine	Motivation Affect
Visual-M is most visual present at lunch. M is able to see her red spoon at 6-10 inches away M is most visual responsive to the right, if showing her something to the left shaking it will gain her attention.	M reaches out her hands, at this point it is not for any reason. The teacher and PT are both working to make the movement meaningful. M kicks her legs and if her foot hits something she attempts to kick at it again. M rocks in a rocking	M does better with routine and predictability. M follows a daily routine. M needs to know what she is doing and needs to be presented with objects that are being used in the particular event. Attends to activities for limited time	M likes rocking in her rocking horse. She is motivated by bright lights and the colors, red, gold and yellow. M enjoys interacting with other people and will smile and laugh when interacting with her teacher. Antecedents- M responds to tactile and

<p>When showing M something it is best to show it on a black background, to block out complex visual information. A light box is used to gain her attention in activities.</p> <p>Auditory-Jumps at loud unexpected noises, draws attention to noises.</p> <p>Tactile-Recognizes her personal texture and texture that signals "end" of an activity. Startles when face is touched unexpectedly.</p>	<p>horse chair and on the floor. The movement is all in her trunk, and work is being done to make the movement extend to other parts of her body, specifically her arms and hands.</p> <p>M will touch an object that is presented to her, if a teacher uses hand under hand to guide her hand.</p> <p>M is able to align her head but it will drop sometimes. She is able to assist in pulling up to sit, and when she is on the floor she is constantly trying to move to a sitting position.</p> <p>She is able to bear weight on her forearms and push up on her elbows.</p> <p>She is hypotonic throughout and hypermobile in her ankles. She uses rolling to move around the floor.</p>	<p>(Especially if over stimulating) will attend to, then look away and attend to again.</p>	<p>auditory stimuli for antecedents. When it is time for a transition, M is presented with an object cue which she is prompted to feel and a verbal cue. Example: Lunch-M feels a spoon and is told "Time for Lunch"</p> <p>Cues/Consequences- M responds to auditory, tactile and olfactory stimuli. M often falls asleep during tasks in order to awaken her she is presented with scents that she reacts to (vanilla and pumpkin). M is often touched to wake her up and spoken to loudly.</p> <p>Students attention is gained through change in lighting, change in tone, speaking directly to her, touching her, guiding her hand and using scents to awaken her.</p> <p>Student remains engaged in play activities (play on the rug or with a switch toy) for 45 minutes. In activity she remains engaged for about 30 minutes, after 30</p>
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			<p>minutes she often falls asleep.</p> <p>When choosing activities for M, the activities need to have texture to them for M to engage in. The lightening in the room must be dimmed and a light box should be used in order to help her see the activity better and helps to focus her attention.</p>
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**Step 4**

The Callier Azusa was used for M. The Callier is made up of five subscales Motor Development, Perceptual Development, Daily Living Skills, Cognition Communication and Language and Socialization. Each subscale is made up of steps that describe developmental milestones. The Callier was chosen because it is one of the tests that the teacher uses within the classroom already and it is based on observation making it easy to complete within a practicum setting. Each subscale was evaluated and the results are found below, including brief comments.

	Age Equivalent in Months
<b>Motor Development</b>	
Postural Control	3
Locomotion	4
Fine Motor Skills	1
Visual-Motor Skills	0-1 *

M scores on the first subscale Motor Development of the Callie are located. M though 4 years old, scores relatively low. It must be noted that many of the scales assessed are things that

M lacks in due to her disability. Work is being done by the Occupational Therapist, Physical Therapist and teacher in order to increase her skills in these areas. M visual-motor skills are extremely low due to her disability of Cortical Vision Impairment.

	Age Equivalent in Months
<b>Perceptual Development</b>	
Vision	3
Auditory	24
Tactile	8 with some skills in the 24-36 month range

In the second subscale Perceptual development M scores are higher compared to her motor development. M is in a highly sensory room. The room is designed to activate and increase expression through vision, auditory and touch. M presence in this room, will help to increase her skills and functioning.

	Age Equivalent in Months
<b>Daily Living Skills</b>	
Dressing	8
Personal Hygiene	6
Feeding	12
Toileting	6

M scored high in the area of Daily Living Skills as well. While M does lay passively for dressing, undressing and toileting she does not react in an aggressive manner. She welcomes changing and undressing.



	Age Equivalent in Months
<b>Cognition, Communication and Language</b>	
Cognition	8
Receptive Language	7 but with some behaviors in the 11 month range.
Expressive Language	1 with some behaviors in the 3 month range.
Speech	1 month

It can be seen above that M scored high in her Cognition and Receptive Language. While she scores low in expressive language and speech, her understanding of language and directions given to her is an important step. She is able to understand and recognize when being spoken too, and able to expressive her comfort and discomfort.

	Age Equivalent in Months
<b>Socialization</b>	
Socialization	7
Development of Self Concept	7

In Socialization M scored within the 7 month range for both sub-sub scales. She is beginning to socialize with others around her, including smiling and drawing her attention to familiar voices and people. M is starting to develop her self-concept, through repeated experience with her person texture and picture during language circle.

I found the Callier to be someone useful but it lacked something. I felt it was too much like a checklist, and when the student didn't meet the requirement the Callier age equivalent was much lower than the actual age of the student. The part I found to be difficult, was the black and white answer. It either was yes or no, there was no way to state the student was reaching in that

or could complete some of it. While there was a place for comments, the student did not receive "points." I think the comment section was useful, but should have been in the scoring sheet as well.

*yes,  
I agree*

A parent reading the results of the Callier could feel very discouraged at what their child "cannot" do. The score itself is discouraging and hard to hear and see. In order for the Callier to be an okay tool, any results reported out would need to be explained to parents.

*good point*

#### Step 5

#### My priorities

3

- Increase active participation in classroom activities, through reaching out and handling materials. M will increase her participation by materials having an added texture to it, for her to make connection to and help her to grasp and touch materials.
- Make choices, for preference of free choice activities. M will be given choices through objects, the objects will be presented on her right side (where her vision is best) and within 6 inches of her vision. M will be given time to make eye gaze. The object will be shown to M and her hand will be guided to touch the image so she can make a tactile connection.
- Eat on own. In order to eat on own, M will be given more time to eat at lunch. She will be allowed more opportunities for hand under hand guidance while being feed. The spoon will be modified with a texture and the handle will be shaped so her hand can easily grip.
- Interaction through play with other students in class. In order to increase interaction with other students in class, M will make use of a switch for communication. The switch will include "Want to Play?" and "Thank You for playing". While playing M will make eye gaze towards peer and will actively engage with chosen activity.

- M will increase her recognition of colors and numbers. She will increase her recognition of colors through use of scented markers paired with the color and she will increase her interaction with numbers (1-20) through touch math.

Step 6/7

Task-Language Circle	Does M do this?	What supports does she need to do independently?
Beginning Student is presented with flag on black background (object schedule) and verbally told "Time for circle"	Not independently	Touch object on own
Mobility Student is brought to circle area and seated in adaptive chair.	Not independently	Student will initiate movement to circle by presenting movement object (object TBD)
Recognize the Place	Yes	
<p><b>Core Skills</b></p> <p>Student is presented with flag from object schedule to notify her that circle has begun.</p> <p>Who is in school activity?</p> <p>1. <b>Beg:</b>-All students touch their picture w/ their texture color and hold onto it while the teacher gives the other students their picture. The teacher hands the picture to the student, guides her to touch it and says "This is You, You are in school today)</p>	Not independently-requires teacher prompting (HUh or elbow prompt)	Student will reach and touch objects on own. (this is for all of language circle)
<p>2. <b>-End:</b> When all students have received their pictures students in turn place their picture in red tin (the red tin has beads the teacher bangs against the side, the sound shows students that particular part of circle is over)</p>	Yes	

<p><b>Days of the Week Song</b></p> <ol style="list-style-type: none"> <li><b>1. Beginning:</b> Student (rotates so each student gets a chance) hits switch on radio to begin the song, the song is sung, clapped to and signed for all students to have adequate participation in song.</li> <li><b>2. End:</b> Song ends and radio is pushed away</li> </ol>	<p>Yes (will touch switch)</p>	<p>Work on pushing switch and activating alone (Currently needs teacher to push with her)</p>
<p><b>Song</b></p> <ol style="list-style-type: none"> <li><b>1. Beginning:</b> Students hits switch to begin song and teacher passes out clappers.</li> <li><b>2. Students engage</b> in the song by banging the clappers together.</li> <li><b>3. End:</b> Teacher brings red bin to each student, each student puts clapper away while teacher bangs the beads on the red bin to signal that singing is all done.</li> </ol>	<p>Yes (will touch switch)</p> <p>No</p> <p>Yes</p>	<p>Work on pushing switch and activating alone (Currently needs teacher to push with her)</p> <p>Student will use clapper on own by banging it against tray.</p>
<p><b>Calendar Box(Daily Box)</b></p> <ol style="list-style-type: none"> <li><b>1.</b> -Daily Box is presented to student.</li> <li><b>2.</b> Student touches the "Day of the Week" and is verbally told what day it is (sign for appropriate students)</li> <li><b>3.</b> -Student examines the object inside through touch and the teacher tells the student what it is "Something Different" Cooking (Student is presented with wooden spoon)</li> <li><b>4. End:</b> Student closes the bin (with assistance from teacher as needed) and touches the texture on the front (same green end texture to</li> </ol>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	

<p>signal end of circle)</p> <p><b>Counting</b></p> <ol style="list-style-type: none"> <li><b>Beginning:</b> Teacher passes out horns or bells to each student.</li> <li><b>Students engage in counting to "number of the day"</b></li> <li><b>End:</b> When counting is done students return horn/bell to red bin.</li> </ol> <p><b>Pledge</b></p> <ol style="list-style-type: none"> <li>Student hits switch which starts recording of pledge</li> <li>Teachers say the Pledge while students listen</li> <li>Pledge is over.</li> </ol>	<p>Not independently</p> <p>Yes (will touch switch)</p> <p>No</p>	<p>Student will ring bell/honk horn on own.</p> <p>Work on pushing switch and activating alone (Currently needs teacher to push with her)</p> <p>Work on placing hand near heart during pledge.</p>
<p><b>Ending</b></p> <p><b>End of Circle</b> Teacher announces circle is "all done" Each student is prompted to touch the green texture.</p>	<p>No</p>	<p>M can touch texture on own.</p>

M is independent for 8/13 activities in Language Circle or 62%. M needs to increase her independence at circle, by examining and touching the things presented to her at circle. Currently, she only reaches out and needs prompting most of the time. In order to increase independence, more work could be done using hand under hand prompting and slowly take the prompting away as M begins the action on her own.

Task- Activity Time	Does M do this?	What supports does she need to do independently?
Beginning Student touches object in red bin that symbolizes "Something Different"	Not independently	Touch object on own
Mobility Student is brought to table in rifton chair.	Not independently	Student will initiate movement to circle by presenting movement object (object TBD)

Recognize the Place	YES-by teacher greeting (We are going to do <insert project> now)	
<b>Core Skills</b>  <b>Beginning- Student is shown model project. Student touches project, teacher names project and tells M that is what we are making.</b> 1. M smells markers for colors she will be using.  2. M touches each aspect of the project as it is used.  3. M touches space where project goes (this is where we are gluing/attaching/ coloring)	Not independently-requires teacher prompting (HUH or elbow prompt)  Yes  Yes (partly)  Yes (partly)  Yes (partly)	Student will reach and touch objects on own.  Does not hold marker on own, but smells and reacts when placed in front of her.  When object is placed in front of her M will reach out and touch it. Encourage more touching and investigating.
<b>Ending</b> <b>M touches finished project</b>	No	M can touch texture on own.

In Group Activity time, M is independent for 4/6 or about 67% of activity. For the majority her independence is only partly and she requires a great deal of prompting. An increase in independence would also mean activities could be increased in their challenge/complexity. Currently, M will touch project and materials, and react to them but she doesn't engage in using them. ✓

Task-Lunch	Does M do this?	What supports does she need to do independently?
Beginning Student is presented with spoon and verbally told "Lunch Time"	Not independently	Student will look at lunch object and know it is time to eat.
Mobility Student is brought to cafeteria in stroller.	Not independently	Student will initiate movement to circle by presenting movement object (object TBD)
Recognize the Place	Yes	

<p><b>Core Skills</b></p> <p><b>Beginning:</b> OT or teachers go through oral exercises with M to get her ready to eat.</p> <ol style="list-style-type: none"> <li>1. M is shown food and feeding begins.</li> <li>2. M places her hand to her mouth in eating motion</li> <li>3. Feeding begins one spoon at a time.</li> <li>4. When finished eating M takes a drink</li> </ol>	<p>Yes</p> <p>Yes-at times</p>	<p>M will take a more active role in feeding herself.</p>
<p><b>Ending</b></p> <p>M face is wiped to signal eating is all done.</p>	<p>No</p>	<p>M will assist in wiping her face; turn her face to the cloth.</p>

M is on her way to being independent at lunch time. She is independent for 3/6 activities for a total of 50 %. She is making progress to feeding herself; she will move her hand toward her mouth without food and will try and hold the spoon at times. In order to increase M. independence a texture spoon could be used to encourage her holding on to it.

**Lesson Plans and IEP**

**Lesson Plan 1-Turkey**

**DESCRIPTION OF THE LESSON:**

This lesson is part of a November unit. Within this unit, the primary colors of red and brown are being introduced. The shape of circle is being introduced and the concept of big and small is also being addressed.

Students will make two turkeys (one small and one big) using paper plates, tissue paper and a coffee filter. Students will fill the body of the turkey with brown tissue paper and fill the coffee filter with red tissue paper for the feathers.

This lesson will to check the students understanding of the color red while introducing the other concepts (brown, big, small and circle).

#### **AA.GSES ADDRESSED:**

##### **Geometry and Spatial Sense**

Children show an interest in recognizing and creating shapes and an awareness of position in space. (Early Learning Standard Mathematics 3)

- Names of Shapes
- Size

##### **Tools**

Children use a variety of tools and art media to creatively express their ideas. (Early Learning Standards Creativity 3)

- Glue
- Tissue Paper

#### **MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON:**

- Tissue Paper (brown)
- Paper Plates (large)
- Brown paint
- Finger brushes
- Glue
- Google Eyes
- Construction Paper Beak and feet
- Light Box
- Adaptive Chair with tray
- Red and Brown scented marker.
- Orange Construction Paper



Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
Student 1	Adaptive Chair w/tray	Any available teacher.
M		
Student 2		
Student 3		

**Description of the Lesson**

**PREREQUISITE SKILLS**



The teacher has indicated that M has been introduced to the concepts red, brown, circle, big and small. The student uses vision to look at the color red (she has been exposed to this already in previous lessons). Student will also use the scented markers of red and brown which she has been exposed to in previous lessons.

**Setting:** Seated in adaptive chair at table with light box on tray (tray at low setting), the lights are dimmed in the classroom so M, can use her vision better.

**What is the communicative objective:**

M uses objects to communicate. Throughout this lesson interaction with various objects will allow for M's understanding of the concept. The object will be presented to her on her light box and in her line of vision (to the right). She will be allowed ample time to explore the objects. She will be prompted through elbow prompts and hand under hand. She will touch the objects and feel them in her hand. Scented markers and the tissue paper texture, and the paper plate will introduce M to the concept of color, size and shape using more than just her vision.

<p><b>Beginning/ Introduction</b></p>	<p>Check calendar box at circle and examine "Something Different" object.</p>
<p><b>Mobility</b></p>	<p>Student will be moved to table in rifton chair by teacher.</p>
<p><b>Setting Recognition</b></p>	<p>Teacher will say "We will make our turkey now"</p>
<p><b>Plan</b></p>	<ol style="list-style-type: none"> <li>1. Student is shown model project; we are going to make this. Student is guided touch the various textures of the plate, texture glue, eyes and construction paper.</li> <li>2. Student is shown paper plate and tissue paper.</li> <li>3. Student feels tissue paper.</li> <li>4. Student tears tissue paper into strips for the turkey feathers.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Student feels glue bottle and is exposed to the feeling of the glue as it is squeezed.</li> <li>6. Student squeezes the glue onto the plate and places the tissue paper on.</li> <li>7. Student glues paper plate onto to construction paper.</li> <li>8. Student is shown paint and squeezes a dot onto the paper plate</li> <li>9. Using finger brush students paints the paper plate.</li> <li>10. Student is shown the eyes and beak and waddle and is prompted to place them on the plate.</li> </ol> <p>Significant wait time will be used as each her object is being introduced to allow time for M to interact and recognize object. (30 seconds)</p> <p><b>Modifications:</b> Use light box to allow student to use her vision.</p>
<p><b>Embedded Socialization and Communication</b></p> 	<p>Throughout the lesson teacher will talk to M about each object and concept. M will respond with glances and touch to show her understanding.</p>
<p><b>End</b></p>	<p>Touching of End Texture</p>

<b>Measurement:</b>	Student will be measured on her recognition of the color red and her interaction with the other concepts.

**Lesson Plan 2 –Gingerbread Man**

**DESCRIPTION OF THE LESSON**

This lesson is part of a Colors and Numbers unit. Within this unit, the color brown is being taught and reviewed. Student has experience with the color brown through other lessons. The number 2 will be explored. The student has had experience with this numbers.

Students will make 1 large gingerbread man. The gingerbread will be made out of brown construction paper and made sensory based with brown paint and sand. The gingerbread will have 2 buttons and 2 eyes and students will recognize the number 2. The students will feel the number 2 in touch math and touch the 2 eyes and 2 buttons.

**AAAGSES ADDRESSED**

**Number and Operation: Demonstrate understanding of the relative magnitude of numbers.**

6. Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

**Tools**

Children use a variety of tools and art media to creatively express their ideas. (Early Learning Standards Creativity 3)

- Glue

- Paint
- Sand

**MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON:**

- Gingerbread templates outlined in yellow paint
- Buttons
- Brown paint
- Sand
- Plastic Spoon (for mixing paint)
- Dish for mixing paint
- Brown paint
- Glue
- Google Eyes
- Light Box
- Adaptive Chair with tray
- Brown scented marker.
- Number 2 Touch Math Board

Student's Name	Position/ Equipment	Staff Responsible for Student's Position/Involvement
Student 1	Adaptive Chair w/tray	Any available teacher.
M		
Student 2		
Student 3		

**Description of the Lesson**

**PREREQUISITE SKILLS**

The teacher has indicated that M has been introduced to the concepts brown and the numbers 2.

The student uses vision to look at the colors (she has been exposed to this already in previous lesson. Student will also use the scented markers of brown to make further connection.

**Setting:** Seated in adaptive chair at table with light box on tray (tray at low setting), the lights are dimmed in the classroom so M, can use her vision better. M will be told that it is time to work and be presented with the activity and concepts throughout the lesson, to ensure her full understanding.

**What is the communicative objective:**

M uses objects to communicate. Throughout this lesson interaction with various objects will allow for M's understanding of the concept. The object will be presented to her on her light box and in her line of vision (to the right). She will be allowed ample time to explore the objects. She will be prompted through elbow prompts and hand under hand. She will touch the objects and feel them in her hand. Scented markers and textured numbers and buttons will introduce M to the concepts.

<b>Beginning/ Introduction</b>	Check calendar box at circle and examine "Something Different" object.
<b>Mobility</b>	Student will be moved to table in rifton chair by teacher. The teacher will

	tell M, I am going to move you to the table.
<b>Setting Recognition</b>	Teacher will say "We will make our gingerbread now" "Time for work"
<b>Plan</b>	<ol style="list-style-type: none"> <li>11. Read Gingerbread Baby and <u>present Story Box</u> <sup>MS</sup></li> <li>12. Student is shown model; we are going to make gingerbread. Student is guided touch the various textures of the model gingerbread and the numbers 2.</li> <li>13. Student is shown all the materials for the lesson and told what they are as she touches them. (paint, sand, buttons)</li> <li>14. Student feels gingerbread template with yellow puff paint border and told, this is the gingerbread we are going to make</li> <li>15. Student squeezes paint into sand allow m to feel sand before adding paint (this is brown paint M, allow M to smell Brown marker)</li> <li>16. Student mixes paint and sand with spoon. (w/ HUH prompting as needed)</li> <li>17. Student spoons paint onto gingerbread and spreads with hands.</li> <li>18. Student touches number 2 (touch math board)</li> <li>19. Teacher says number 2, feel the number 2. There are 2 eyes feel the 2 eyes and touch math 2 again.</li> <li>20. Assessment: Student touches 2 and touches 2 eyes , then is presented with a blank board :Where is the number 2? Assess based on students eye gaze and hand reach.</li> <li>21. Student places the eyes on the gingerbread with glue. Say 2 eyes M, 1 and 2. 2 eyes feel the 2 eyes (allow M to feel glue bottle before using)</li> <li>22. Student touches number 2 and touches 2 buttons and pairs with touch math board number 2. Told, this is 2,2 buttons M. Assess again for recognition of number 2. Present touch math board with 2 buttons and a blank board. Where is 2? Asses for eye gaze and hand reaching.</li> <li>23. Glue on buttons, present glue again and say 2 buttons M. 1...2... and glue on. Feel the 2 buttons.</li> <li>24. Student uses pom poms to make mouth, students picks out of container. Hold pom-poms in hand and told we are going to</li> </ol>

	<p>make a smile. (hand under hand prompting)</p> <p>25. Have M touch the finished gingerbread. This is our gingerbread it is brown. (smell brown marker again)</p> <p>26. Assessment: Color Brown- Hold up brown gingerbread and something else that is not brown, ask M where is brown (Watch for eye gaze)</p> <p>27. Feel again: Gingerbread It is brown with 2 eyes and 2 buttons (allow M to feel the paint, buttons and eyes)</p> <p>28. At the end of the lesson M will listen to Gingerbread poem and be presented with a story box to go along, the poem will be attached at the end to the gingerbread.</p> <p>Significant wait time will be used as each her object is being introduced to allow time for M to interact and recognize object. (30 seconds)</p> <p>Modifications: Use light box to allow student to use her vision. The lights in the room will be dimmed. M will respond to questioning with eye gaze. M will be allowed time to explore each object before it is used. M will require hand under hand and elbow prompting to complete the task.</p>
<p><b>Embedded Socialization and</b></p>	<p>Throughout the lesson teacher will talk to M about each object and concept before it is introduced. M will respond with glances and touch</p>



Communication	to show her understanding.
End	Touching of End Texture on communication board and verbal prompt of "ALL DONE"
Measurement:	<p>Student will be measured on her recognition of the color brown and the number 2. M will be shown the number 2 the lesson and be presented with representation of the number 2 through touch math and objects.</p> <p>Measurement will be done throughout the lesson to ensure of M understand and recognition of the concept being presented.</p> <p>M will also be assessed on the color brown. She will feel the paint and smell the marker and be measured on her ability to eye gaze at the brown gingerbread.</p>

### Gingerbread Poem

Once there was a gingerbread man, (gingerbread shape)

Baking in a gingerbread pan. (cookie sheet)

Raisin eyes and a cherry nose, (raisins and cherries)

Trimmed right down to his fingers and toes. (feel gingerbread cookie cutter)

A gingerbread man in a gingerbread pan! (cookie sheet)

Here's the old woman who made him so sweet,

A treat for her and her husband to eat,

She made him with flour and sugar and eggs, (flour in a bag, sugar in a bag, egg to hold)

She gave him a face and two arms and two leg, (feel gingerbread cookie cutter)

A gingerbread man in a gingerbread pan! (cookie sheet)

Now open the oven to see if he's done,

This gingerbread man, he know how to run.

Out of the oven and onto the floor,

Now run away out the kitchen door.

The gingerbread man, he's out of the pan!

Now chase him old woman, now chase him old man

Chase him, yes chase him as fast as you can!

Through the garden and out the gate,

Catch him right now, before it's too late.

The gingerbread man, he's out of the pan!

Along came a cow who wanted a treat (cow)

And the gingerbread man, he looked good to eat

Run, run, as fast as you can (move gingerbread)

You can't catch me, I'm the gingerbread man

I'm the gingerbread man and I'm out of the pan!

Along came a horse who wanted a snack (horse)

But the gingerbread man, he never looked back

Run, run, as fast as you can (move gingerbread man)

You can't catch me, I'm the gingerbread man

I'm the gingerbread man and I'm out of the pan!

Along came a farmer who wanted a treat (Farmer)

And the gingerbread man, he looked good to eat

Run, run, as fast as you can (move gingerbread)

You can't catch me, I'm the gingerbread man

I'm the gingerbread man and I'm out of the pan!

Along came a dog who wanted a snack (dog)

But the gingerbread man, he never looked back

Run, run, as fast as you can (move gingerbread)

You can't catch me, I'm the gingerbread man

I'm the gingerbread man and I'm out of the pan!

Along came a hog who wanted a treat (pig)

And the gingerbread man, he looked good to eat

Run, run, as fast as you can (move gingerbread)

You can't catch me, I'm the gingerbread man  
I'm the gingerbread man and I'm out of the pan!

Along came a fox who wanted a treat, (fox)  
And this gingerbread man, he looked good to eat. (move gingerbread)

Jump on my back, my gingerbread pet,  
And we'll cross the river, so you won't get wet  
Mr. Gingerbread man, who's out of the pan!

There was no place to go, there was no place to run  
And a ride on the river could be lots of fun!  
So off with the fox did Gingerbread go  
And what happened next, you already know  
To the gingerbread man, who's out of the pan!

That sly old fox had a de-lic-i-ous treat  
And the old man and woman had nothing to eat  
Not a bite was left for the cow or the dog,  
The horse or the farmer or hungry old hog  
There's no gingerbread man in or out of the pan!

So let us go home and get out the pan (pan)  
And we'll make ourselves a new gingerbread man! (move gingerbread)

And when he is eaten, we'll make us some more

But this time we'll be certain to lock the back door!

A new gingerbread man, in a gingerbread pan! (cookie pan)

## Lesson Plan 3 Reindeer

### DESCRIPTION OF THE LESSON:

This lesson is part of a Colors and Numbers unit. Within this unit, the colors brown and red are being taught and reviewed. Student has experience with the color brown through other lessons. The numbers 1 and 2 will be reviewed as well.

Students will make 1 large reindeer with 2 antlers, 2 eyes, 1 nose, 1 smile and 1 scarf. The students will use touch math to make the connection between the numbers and the objects in alignment with AAGSE's.

Students will use hand prints to make antlers and an paper plate with brown tissue paint to add texture.

### AAGSES ADDRESSED:

**Number and Operation: Demonstrate understanding of the relative magnitude of numbers.**

6. Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

### Tools

Children use a variety of tools and art media to creatively express their ideas. (Early Learning Standards Creativity 3)

### MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON:

- White Paper
- Brown paint
- Paper Plate
- Brown Tissue Paper
- Glue
- Google Eyes
- Light Box

- Red pom-poms
- Adaptive Chair with tray
- Brown scented marker.
- Red scented marker
- Number 2 Touch Math Board

Student's Name	Position/ Equipment	Staff Responsible for Student's Position/Involvement
Student 1	Adaptive Chair w/tray	Any available teacher.
M		
Student 2		
Student 3		

### Description of the Lesson

#### **PREREQUISITE SKILLS**

The teacher has indicated that M has been introduced to the concepts brown and the numbers 2.

The student uses vision to look at the colors (she has been exposed to this already in previous lesson. Student will also use the scented makers of brown to make further connection.

**Setting:** Seated in adaptive chair at table with light box on tray (tray at low setting), the lights are dimmed in the classroom so M, can use her vision better. M will be told that it is time to work and be presented with the activity and concepts throughout the lesson, to ensure her full

understanding.

**What is the communicative objective:**

M uses objects to communicate. Throughout this lesson interaction with various objects will allow for M's understanding of the concept. The object will be presented to her on her light box and in her line of vision (to the right). She will be allowed ample time to explore the objects. She will be prompted through elbow prompts and hand under hand. She will touch the objects and feel them in her hand. Scented markers and textured numbers and buttons will introduce M to the concepts.

<b>Beginning/ Introduction</b>	Check calendar box at circle and examine "Something Different" object.
<b>Mobility</b>	Student will be moved to table in rifton chair by teacher. The teacher will tell M, I am going to move you to the table.
<b>Setting Recognition</b>	Teacher will say "We will make our reindeer now" "Time for work"
<b>Plan</b>	29. Student is shown model; we are going to make a reindeer, guide student hand to model and allow her to eye gaze



30. Student is guided touch the various textures of the model reindeer.
31. Student is shown all the materials for the lesson and told what they are as she touches them. Paint, paper plate, tissue paper, glue, eyes, pom-pom and red fabric.
32. Student is told 2 eyes and touches touch math
33. Student is told 1 nose and touches touch math
34. Student squeezes paint onto plate and with hand over hand guidance places her hand in the paint and presses them on white paper to make reindeer antlers.
35. M is told brown paint and smells the brown marker.
36. Student tears brown tissue paper up
37. Student squeezes glue on to paper plate and glues on tissue paper
38. Student is told 2 eyes and touches touch math
39. Student is told 1 nose and touches touch math
40. Assessment: Student touches 2 and touches 2 eyes ,then is presented with a blank board :Where is the number 2? Assess based on students eye gaze and hand reach.
41. Student places the eyes on the reindeer with glue. Say 2 eyes M, 1 and 2. 2 eyes feel the 2 eyes (allow M to feel glue bottle before using)
42. Student is told 1 nose and touches touch math
43. Student touches number 1 and touches 1 pom-pom
44. Assessment: Student touches 1and touches 1 nose ,then is presented with a blank board :Where is the number 1? Assess based on students eye gaze and hand reach.
45. Student touches number 1 and touches 1 pom-pom.
46. Have M touch the finished reindeer. This is our reindeer it is brown. (smell brown marker again)
47. Assessment: Color Brown- Hold up brown reindeer and something else that is not brown, ask M where is brown (Watch for eye gaze)
48. Feel again: Reindeer it is brown with 2 eyes and 1 nose (allow M to feel eyes and nose
49. Read student poem and attach it to plate
50. Attach antlers.

Significant wait time will be used as each her object is being introduced

	<p>to allow time for M to interact and recognize object. (30 seconds)</p> <p><b>Modifications:</b> Use light box to allow student to use her vision. The lights in the room will be dimmed. M will respond to questioning with eye gaze. M will be allowed time to explore each object before it is used. M will require hand under hand and elbow prompting to complete the task.</p>
<p><b>Embedded Socialization and Communication</b></p>	<p>Throughout the lesson teacher will talk to M about each object and concept before it is introduced. M will respond with glances and touch to show her understanding.</p>
<p><b>End</b></p>	<p>Touching of End Texture on communication board and verbal prompt of "ALL DONE"</p>
<p><b>Measurement:</b></p>	<p>Student will be measured on her recognition of the color brown and the numbers 1 and 2 M will be shown the numbers 1 and 2 the lesson and</p>

be presented with representation of the numbers 1 and 2 through touch math and objects. Measurement will be done throughout the lesson to ensure of M understand and recognition of the concept being presented. M will also be assessed on the color brown. She will feel the paint and smell the marker and be measured on her ability to eye gaze at the brown gingerbread.

**This isn't just a reindeer as you can plainly see.**

**I made it with my hands which are a part of me.**

**It comes with lots of love especially to say,**

**I hope you have a very, Merry Christmas Day!**

Meeting Dates

IEP Effective From:

to

Student

page \_\_\_ of \_\_\_

**Present Levels of Academic Achievement and Functional Performance  
What Can This Student Do Now?**

Strengths	Needs
<p>M is able to use her vision to indicate her needs and wants.</p> <p>. She reacts to pain and pleasure through various sounds and looks of comfort or discomfort.</p> <p>M enjoys interacting with various objects in the classroom, especially those that light up and make noise.</p> <p>She enjoys playing on the floor and kicking a blow up ball, object which hangs from the ceiling.</p> <p>She enjoys working with switches and will activate a switch to turn on music.</p> <p>M enjoys literacy circle, especially singing.</p>	<p>M needs to increase her indication of her needs and wants with hand reaches and grasps.</p> <p>M needs to increase her reaction to discomfort particularly when in a soiled diaper.</p> <p>M needs to increase interaction with other toys in the classroom and with classroom peers.</p> <p>M needs to increase her participation in literacy circle by independently engaging in the procedures.</p>

<b>Present Levels of Academic Achievement</b>	
Strengths	Needs

Meeting Dates

IEP Effective From:

to

Student

page of

**Areas to be Addressed During the Timeframe of This IEP**

<p>Academic -Recognition of colors and numbers.</p>	<p>Functional -Self Feeding -Choice Making -Interaction with peers</p>
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**Areas to be Addressed During the Timeframe of This IEP For Preschool Student**

<p>-Self Feeding Skills -Interaction with Peers -Class Participation -Choice Making -recognition of colors and numbers</p>
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**Academic Standards Student's Program Will Address**

<p>___ RI Early Learning Standards ___ Grade Level Expectations ___ Grade Span Expectations ___ WIDA English Language Proficiency Standards ___ Alternate Assessment Grade Span Expectations (attach the completed Participation Criteria for the RI AA to the IEP) ___ Other, Please specify _____</p>
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Meeting Dates	IEP Effective From: _____ to _____ Student _____		
Area of Need	Measurable Annual Academic or Functional Goal(s) Baseline: What student can do now. (You may attach a chart or graph.) M participates in class by reaching for objects with hand under hand prompting.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
1:	Increase active participation in classroom activities, through reaching out and handling materials. M will increase her participation by materials having an added textured to it, for her to make connection to and help her to grasp and touch materials.	Class Participation Analysis (Attached)	Monthly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

Eye gaze towards object
Hand reach with hand underhand prompting
Reach for object with elbow prompt only
Reach for object independently

Area of Need	Baseline: What student can do now. (You may attach a chart or graph.) M currently makes choice of activity at free choice through a series of eye gaze and hand under hand prompting.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
2	Make choices, for preference of free choice activities. M will be given choices through objects; the objects will be presented on her right side (where her vision is best) and within 6 inches of her vision. M will be given time to make eye gaze. The object will be shown to M and her hand will be guided to touch the image so she can make a tactile connection. M will reach for choice independently.	Choice Task Analysis (Attached)	Monthly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

Eye gaze towards choice from 2 choices
Reach and touch object of choice with hand under hand prompting
Reach for choice with elbow prompt
Reach for choice independently

**Measurable Annual Academic or Functional Goal(s)**

Area of Need Self Care	Baseline: What student can do now. (You may attach a chart or graph.) M currently eats with hand under hand prompting, at times she will self feed.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
3	Eat on own. In order to eat on own, M will be given more time to eat at lunch. She will be allowed more opportunities for hand under hand guidance while being feed. The spoon will be modified with a texture and the handle will be shaped so her hand can easily grip.	Self feed Task Analysis (attached)	Quarterly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

- Recognize time for lunch by looking at object schedule and feeling spoon.
- Puree food by hitting switch to activate food processor.
- Pick up spoon and put into food and self feed throughout lunch, student should feed on own with limited prompting (elbow prompting to begin feeding)
- Signal all done when finished eating, student touches texture to signal all done eating.

Area of Need Self Care	Baseline: What student can do now. (You may attach a chart or graph.) M currently plays in the same location of another student but does not interact in a meaningful way.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
4	Interaction through play in a meaningful way with other students in class. In order to increase interaction with other students in class, M will make use of a switch for communication. The switch will include "Want to Play?" and "Thank You for playing". While playing M will make eye gaze towards peer and will actively engage with chosen activity	Interaction Through Play Task Analysis(Attached)	Quarterly

**Measurable Short Term Objectives or Benchmarks**



Meeting Dates

IEP Effective From: \_\_\_\_\_ to \_\_\_\_\_

Student

page \_\_\_\_\_ of \_\_\_\_\_

These are the measurable steps along the way to help student to achieve this goal.

Eye gaze towards playmate, h and under hand prompting for: switch to say "Want to Play" and at end of play "Thank you for playing"
Elbow prompting to switch to say "Want to Play" and at end of play "Thank you for playing"
Hand touch prompt to switch to say "Want to Play" and at end of play "Thank you for playing"
Independent reach to activate switch to say "Want to Play" and at end of play "Thank you for playing"

Baseline: What student can do now. (You may attach a chart or graph.)

M will recognize colors brown, red and yellow.

What student can do by the end of this IEP.

How student's progress will be measured.

When progress will be reported to parents.

5 M will recognize the colors brown, red, yellow, orange, blue and purple.

Color Recognition Task Analysis (Attached)

Quarterly

Eye gaze towards individual color when presented with marker, M will gaze towards the color. (one only one color is presented)

M will differentiate between 2 colors with scented marker being presented.

Baseline: What student can do now. (You may attach a chart or graph.)

M interacts and is increasing her recognition of the numbers 1, 2 and 3.

What student can do by the end of this IEP.

How student's progress will be measured.

When progress will be reported to parents.

Meeting Dates	IEP Effective From:	to	Student	page	of
5	M will recognize the numbers 1-10		Color Recognition Task Analysis (Attached)	Quarterly	

Eye gaze towards numbers when presented with touch math
Touch touch math board
Match numbers 1-10 when presented with a group of objects and touch math boards.

Goal #	Supplementary Aids and Services/Program Modifications/Supports for School Personnel	Frequency	Beginning Date	Duration	Location	
					Regular Education	Other
1	Texture on classroom materials					
1 and 3, 5	Light Box					
1-5	Object Schedule					
6	Touch math					
5	Scented Markers					

7 duplicated

Meeting Dates

IEP Effective From: \_\_\_\_\_ to \_\_\_\_\_

Student

page \_\_\_\_\_ of \_\_\_\_\_

Present Levels of Academic Achievement and Functional Performance  
What Can This Student Do Now?

Present Levels of Functional Performance	Needs
<p><b>Strengths</b></p> <p>M is able to use her vision to indicate her needs and wants.</p> <p>She reacts to pain and pleasure through various sounds and looks of comfort or discomfort.</p> <p>M enjoys interacting with various objects in the classroom, especially those that light up and make noise.</p> <p>She enjoys playing on the floor and kicking a blow up ball, object which hangs from the ceiling.</p> <p>She enjoys working with switches and will activate a switch to turn on music.</p> <p>M enjoys literacy circle, especially singing.</p>	<p>M needs to increase her indication of her needs and wants with hand reaches and grasps.</p> <p>M needs to increase her reaction to discomfort particularly when in a soiled diaper.</p> <p>M needs to increase interaction with other toys in the classroom and with classroom peers.</p> <p>M needs to increase her participation in literacy circle by independently engaging in the procedures.</p>

Present Levels of Academic Achievement	
Strengths	Needs

Meeting Dates

IEP Effective From:

to

Student

page of

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4

4

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4

4

4

Meeting Dates

IEP Effective From:

to

Student

page \_\_\_ of \_\_\_

**Areas to be Addressed During the Timeframe of This IEP**

Academic

-Recognition of colors and numbers.

Functional

- Self Feeding
- Choice Making
- Interaction with peers

**Areas to be Addressed During the Timeframe of This IEP For Preschool Student**

-Self Feeding Skills

-Interaction with Peers

-Class Participation

-Choice Making

-recognition of colors and numbers

**Academic Standards Student's Program Will Address**

RI Early Learning Standards

Grade Level Expectations

Grade Span Expectations

WIDA English Language Proficiency Standards

Alternate Assessment Grade Span Expectations (attach the completed Participation Criteria for the RI AA to the IEP)

Other, Please specify \_\_\_\_\_

**Area of Need**  
 Measurable Annual Academic or Functional Goal(s)  
 Baseline: What student can do now. (You may attach a chart or graph.)  
 M participates in class by reaching for objects with hand under hand prompting.

Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
1	Increase active participation in classroom activities, through reaching out and handling materials. M will increase her participation by materials having an added textured to it, for her to make connection to and help her to grasp and touch materials.	Class Participation Analysis (Attached)	Monthly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

- Eye gaze towards object
- Hand reach with hand underhand prompting
- Reach for object with elbow prompt only
- Reach for object independently

**Area of Need**  
 Baseline: What student can do now. (You may attach a chart or graph.)  
 M currently makes choice of activity at free choice through a series of eye gaze and hand under hand prompting.

Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
2	Make choices, for preference of free choice activities. M will be given choices through objects; the objects will be presented on her right side (where her vision is best) and within 6 inches of her vision. M will be given time to make eye gaze. The object will be shown to M and her hand will be guided to touch the image so she can make a tactile connection. M will reach for choice independently.	Choice Task Analysis (Attached)	Monthly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

- Eye gaze towards choice from 2 choices
- Reach and touch object of choice with hand under hand prompting
- Reach for choice with elbow prompt
- Reach for choice independently

**Measurable Annual Academic or Functional Goal(s)**

Area of Need Self Care	Baseline: What student can do now. (You may attach a chart or graph.) M currently eats with hand under hand prompting, at times she will self feed.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
3	Eat on own. In order to eat on own, M will be given more time to eat at lunch. She will be allowed more opportunities for hand under hand guidance while being feed. The spoon will be modified with a texture and the handle will be shaped so her hand can easily grip.	Self feed Task Analysis (attached)	Quarterly

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

- Recognize time for lunch by looking at object schedule and feeling spoon.
- Puree food by hitting switch to activate food processor.
- Pick up spoon and put into food and self feed throughout lunch, student should feed on own with limited prompting (elbow prompting to begin feeding)
- Signal all done when finished eating, student touches texture to signal all done eating.

Area of Need Self Care	Baseline: What student can do now. (You may attach a chart or graph.) M currently plays in the same location of another student but does not interact in a meaningful way.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
4	Interaction through play in a meaningful way with other students in class. In order to increase interaction with other students in class, M will make use of a switch for communication. The switch will include "Want to Play?" and "Thank You for playing". While playing M will make eye gaze towards peer and will actively engage with chosen activity	Interaction Through Play Task Analysis(Attached)	Quarterly

**Measurable Short Term Objectives or Benchmarks**

Meeting Dates

IEP Effective From: to

Student

page of

These are the measurable steps along the way to help student to achieve this goal.

Eye gaze towards playmate, h and under hand prompting for switch to say "Want to Play" and at end of play "Thank you for playing"

Elbow prompting to switch to say "Want to Play" and at end of play "Thank you for playing"

Hand touch prompt to switch to say "Want to Play" and at end of play "Thank you for playing"

Independent reach to activate switch to say "Want to Play" and at end of play "Thank you for playing"

Baseline: What student can do now. (You may attach a chart or graph.)

M will recognize colors brown, red and yellow.

What student can do by the end of this IEP.

How student's progress will be measured.

When progress will be reported to parents.

5 M will recognize the colors brown, red, yellow, orange, blue and purple.

Color Recognition Task Analysis (Attached)

Quarterly

Eye gaze towards individual color when presented with marker, M will gaze towards the color. (one only one color is presented)

M will differentiate between 2 colors with scented marker being presented.

Baseline: What student can do now. (You may attach a chart or graph.)

M interacts and is increasing her recognition of the numbers 1, 2 and 3.

What student can do by the end of this IEP.

How student's progress will be measured.

When progress will be reported to parents.



Meeting Dates	IEP Effective From:	to	Student	page	of
5	M will recognize the numbers 1-10		Number Task Analysis (Attached)	Quarterly	

Eye gaze towards numbers when presented with touch math
Touch touch math board
Match numbers 1-10 when presented with a group of objects and touch math boards.

Goal #	Supplementary Aids and Services/Program Modifications/Supports for School Personnel	Frequency	Beginning Date	Duration	Location	
					Regular Education	Other
1	Texture on classroom materials					
1 and 3, 5	Light Box					
1-5	Object Schedule					
6	Touch math					
5	Scented Markers					

**Criterion Reference Evaluation for IEP Goals**

Class Participation	
Task	Student Does
Eye gaze towards object	Yes
Hand reach with hand underhand prompting	Yes
Reach for object with elbow prompt only	No
Reach for object independently	No

Class Interaction with Peers	
Task	Student Does
Eye gaze towards playmate, hand under hand prompting for switch to say "Want to Play" and at end of play "Thank you for playing"	No
Elbow prompting to switch	No
Hand touch prompt to switch	No
Independent reach to activate switch	No

Choice	
Task	Student Does
Eye gaze towards choice from 2 choices	Yes
Reach and touch object of choice with hand under hand prompting	yes
Reach for choice with elbow prompt	No
Reach for choice independently	No
Eye gaze towards choice from 2 choices	No

Self Feed	
Task	Student Does
Recognize time for lunch (Eye gaze towards object)	Yes
Puree Food (press switch)	No
Pick up spoon and bring to mouth (elbow prompt)	No
Signal all done when finished eating (Put spoon down and touch texture)	No

Color Recognition Task Analysis	
Task	Student Does
Eye gaze towards individual color when presented with marker, M will gaze towards the color. (one only one color is presented)	Yes
M will differentiate between 2 colors with scented marker being presented.	No

Number Recognition Task Analysis	
Task	Student Does
Eye gaze towards numbers when presented with touch math	Yes
Touch touch math board	Yes
Match numbers 1-10 when presented with a group of objects and touch math boards.	No

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

Below Standard	Emerging	Meets Expectation	Exceeds Expectation
1	2	3	4
<p>1. Ecological Inventory (RIBTS 1.1, CEC 8)</p> <p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides minimal detail.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides preliminary list of student skills that would increase student participation. Provides preliminary list of environmental structures, instructional strategies, etc. that will increase student participation. Provides sufficient detail.</p>	<p>Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides preliminary list of student skills that would increase student participation. Provides preliminary list of environmental structures, instructional strategies, etc. that will increase student participation. Provides sufficient detail.</p>
<p>2. Observing of Learning Style (RIBTS 3.1, CEC 8)</p> <p>Observes the student in at least three settings.</p>	<p>Observes the student in at least three settings. Provides descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Provides minimal detail.</p>	<p>Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Answers application questions: what sense(s) to use for selecting antecedent stimuli, what sense(s) to use for selecting cues and consequences, what sense(s) and ecological structures to use to increase student attention, what ecological structure is needed to make the activity cognitively meaningful, how long the student can be engaged in any one activity. Provides sufficient detail that demonstrates a clear connection between the descriptions of how the student learns and the application questions.</p>	<p>Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Answers application questions: what sense(s) to use for selecting antecedent stimuli, what sense(s) to use for selecting cues and consequences, what sense(s) and ecological structures to use to increase student attention, what ecological structure is needed to make the activity cognitively meaningful, how long the student can be engaged in any one activity. Provides sufficient detail that demonstrates a clear connection between the descriptions of how the student learns and the application questions.</p>

Final Submission

SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans

	Below Standard	Emerging	Meets Expectation	Exceeds Expectation
	1	2	3	4
<p>3. Using Formal Evaluation Instruments (RIBTS 9.1, 9.4, CEC 8)</p> <p style="text-align: center;">4</p>	<p>Uses formal evaluations as primary means for determining student goals.</p>	<p>Identifies a formal evaluation instrument (i.e., an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on:</p> <ul style="list-style-type: none"> <li>- stated purpose of the instrument</li> <li>- intended population for which it was designed,</li> <li>- intended use,</li> <li>- appropriateness of content.</li> </ul> <p>Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately.</p>	<p>Identifies a formal evaluation instrument (i.e., an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on:</p> <ul style="list-style-type: none"> <li>- stated purpose of the instrument,</li> <li>- intended population for which it was designed,</li> <li>- intended use,</li> <li>- appropriateness of content.</li> </ul> <p>Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately. Interprets the results both (a) to explain the score in a way that emphasizes student learning style, and (b) to provide a rationale for selection of priorities and goals.</p>	<p>Identifies a formal evaluation instrument (i.e., an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on:</p> <ul style="list-style-type: none"> <li>- stated purpose of the instrument,</li> <li>- intended population for which it was designed,</li> <li>- intended use,</li> <li>- appropriateness of content.</li> </ul> <p>Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately. Interprets the results both (a) to explain the score in a way that emphasizes student learning style, and (b) to provide a rationale for selection of priorities and goals.</p>
<p>4. Selecting Priorities (RIBTS 4.1.4.4 CEC 3)</p> <p style="text-align: center;">3</p>	<p>Provides a list of skills the student could learn.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student's learning style and nature, (2) increases the student's active participation in and/or control of the ecological opportunities in his/her life.</p>	<p>Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student's learning style and nature, (2) increases the student's active participation in and/or control of the ecological opportunities in his/her life. Provides additional rationale for selection of the priorities that reflect the preferences of the student, family, and professionals from other disciplines who support this student.</p>

**SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans**

Below Standard	Emerging	Meets Expectation	Exceeds Expectation
1	2	3	4
<p>5. Situational Task Analyses</p> <p>At least three different task analyses will be evaluated. (RIBTS 3.1, CEC 7)</p>	<p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> <li>- Beginning Action</li> <li>- Mobility to the Setting</li> <li>- How Setting is Recognized</li> <li>- Sequence of Core Skills</li> <li>- End Action.</li> </ul> <p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings.</p>	<p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings.</p> <p>Describes a natural antecedent stimulus and end stimulus that match the student's nature.</p> <p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> <li>- Beginning Action</li> <li>- Mobility to the Setting</li> <li>- How Setting is Recognized</li> <li>- Sequence of Core Skills</li> <li>- End Action.</li> </ul> <p>Provides sufficient detail about all 5 components.</p> <p>Embeds communication, social, and motor competencies into the Situational Task Analysis.</p> <p>Provides sufficient detail for expansion of the core routine to:</p> <ul style="list-style-type: none"> <li>- different settings</li> <li>- increased competencies</li> <li>- increased participation.</li> </ul>	<p>Task analyses are based on specific settings or on core function routines that can be applied to multiple settings.</p> <p>Describes a natural antecedent stimulus and end stimulus that match the student's nature.</p> <p>Provides a sequential list of skills that address all 5 components of Situational Task Analysis:</p> <ul style="list-style-type: none"> <li>- Beginning Action</li> <li>- Mobility to the Setting</li> <li>- How Setting is Recognized</li> <li>- Sequence of Core Skills</li> <li>- End Action.</li> </ul> <p>Provides sufficient detail about all 5 components.</p> <p>Embeds communication, social, and motor competencies into the Situational Task Analysis.</p> <p>Provides sufficient detail for expansion of the core routine to:</p> <ul style="list-style-type: none"> <li>- different settings</li> <li>- increased competencies</li> <li>- increased participation.</li> </ul> <p>Observes student performance in real settings.</p> <p>Defines a rubric for rating the student's performance.</p> <p>Scores accurately.</p> <p>Projects what student needs to learn that will increase student's participation in the settings.</p> <p>Completes this function for several Situational Task Analyses.</p>
<p>6. Use of Task Analyses as Criterion Referenced Evaluation</p> <p>(RIBTS 4.2, CEC 7)</p>	<p>Observes student performance in real settings.</p> <p>Defines a rubric for rating the student's performance.</p>	<p>Observes student performance in real settings.</p> <p>Defines a rubric for rating the student's performance.</p> <p>Scores accurately.</p> <p>Projects what student needs to learn that will increase student's participation in the settings.</p> <p>Completes this function for several Situational Task Analyses.</p>	<p>Observes student performance in real settings.</p> <p>Defines a rubric for rating the student's performance.</p> <p>Scores accurately.</p> <p>Projects what student needs to learn that will increase student's participation in the settings.</p> <p>Completes this function for several Situational Task Analyses.</p>

**SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans**

	Below Standard 1	Emerging 2	Meets Expectation 3	Exceeds Expectation 4
<p><b>7. Individual Education Plans: Present Level of Performance; Annual Goals; Objectives</b></p> <p>At least three different IEP goals will be evaluated. (RIBTS 4.1.4.4, CEC 7)</p>	<p>Lists the skills to be learned.</p>	<p>Lists the skills to be learned for each setting or domain. Provides current level of performance in general terms.</p>	<p>Provides sufficient detail that describes:</p> <ul style="list-style-type: none"> <li>- what function the student will perform</li> <li>- how the student will perform the function</li> <li>- where (what settings) the student will perform the function.</li> </ul> <p>Present Level of Performance statements are based on the same concepts as the Annual Goals. Objectives are clearly recognizable as components of the Annual Goal. There is internal consistency. Assistive Technology needs are identified and described for each goal. Goals are connected to General Education Standards or Curriculum Frameworks.</p>	<p>Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals.</p>
<p><b>8. Individual Education Plans: Criterion and Evaluation</b></p> <p>At least three different IEP goals will be evaluated. (RIBTS 9.4, CEC 8)</p>	<p>Makes general statements about criterion and evaluation.</p>	<p>Describes a criterion that accurately measures student progress.</p>	<p>Describes a criterion that accurately measures student progress. Describes a practical evaluation method that is appropriate for the criterion. Describes an evaluation schedule that is appropriate to the criterion and the evaluation method.</p>	<p>Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals</p>

**SPED 435: Observation, Evaluation, IEP, Unit and Lesson Plans**

Below Standard	Emerging	Meets Expectation	Exceeds Expectation
1	2	3	4
<p><b>9. Lesson Plans</b>  <b>Unit of Instruction</b>                      At least three different lesson plans will be evaluated.                      (RIBTS 4.4, 2.3, CEC 7)</p>	<p>Identifies setting(s) where instruction will occur.                      Describes the cues and/or prompts that will be used.                      Describes the reinforcement and correction procedures that will be used.                      Describes and prepares any materials that will be used.</p>	<p>Identifies setting(s) where instruction will occur.                      Uses a situational task analysis to create the context in which instruction will occur.                      Uses situational task analysis to describe shaping or chaining strategies.                      Describes the cues and/or prompts that will be used.                      Describes the prompt hierarchies that will be used to fade prompts and/or to provide graduated guidance.                      Describes the reinforcement and correction procedures that will be used.                      Describes the reinforcement hierarchies that will be used to fade instructional reinforcers.                      Describes and prepares any materials that will be used.                      Project the next set of skills that will be learned after the skills in the lessons have been learned.                      Describes the strategies to be used in generalizing these skills to other settings.</p>	<p>Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals</p>

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