Lesson Plans: Addressing Individualized Goals within General Education Settings

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LASARD Workgroup

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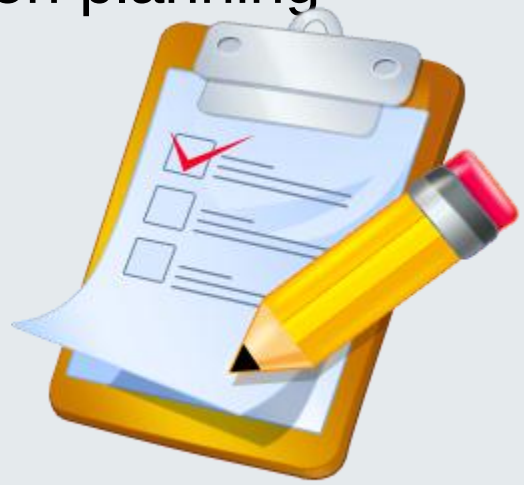
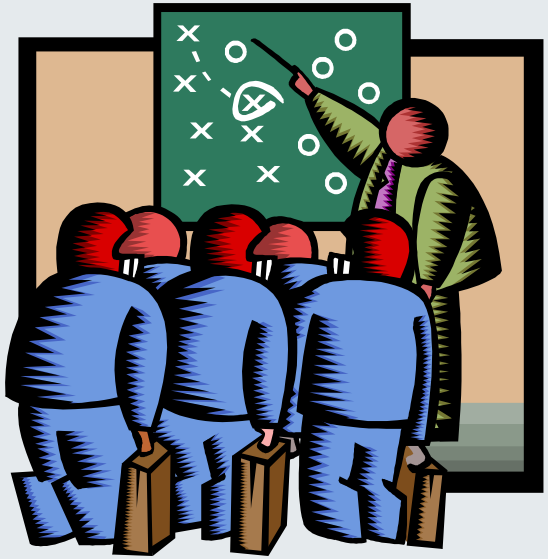
Objectives

- Explain the benefits and use of embedded instruction of IEP objectives within instructional routines
- Use an activity matrix as a tool to plan for embedded in instruction on individualized targets
- Define Universal Design for Learning (UDL)
- Discuss applications of UDL for lesson planning



Human Development Center

How do you currently plan for addressing IEP goals in the general education classroom?



Two Approaches

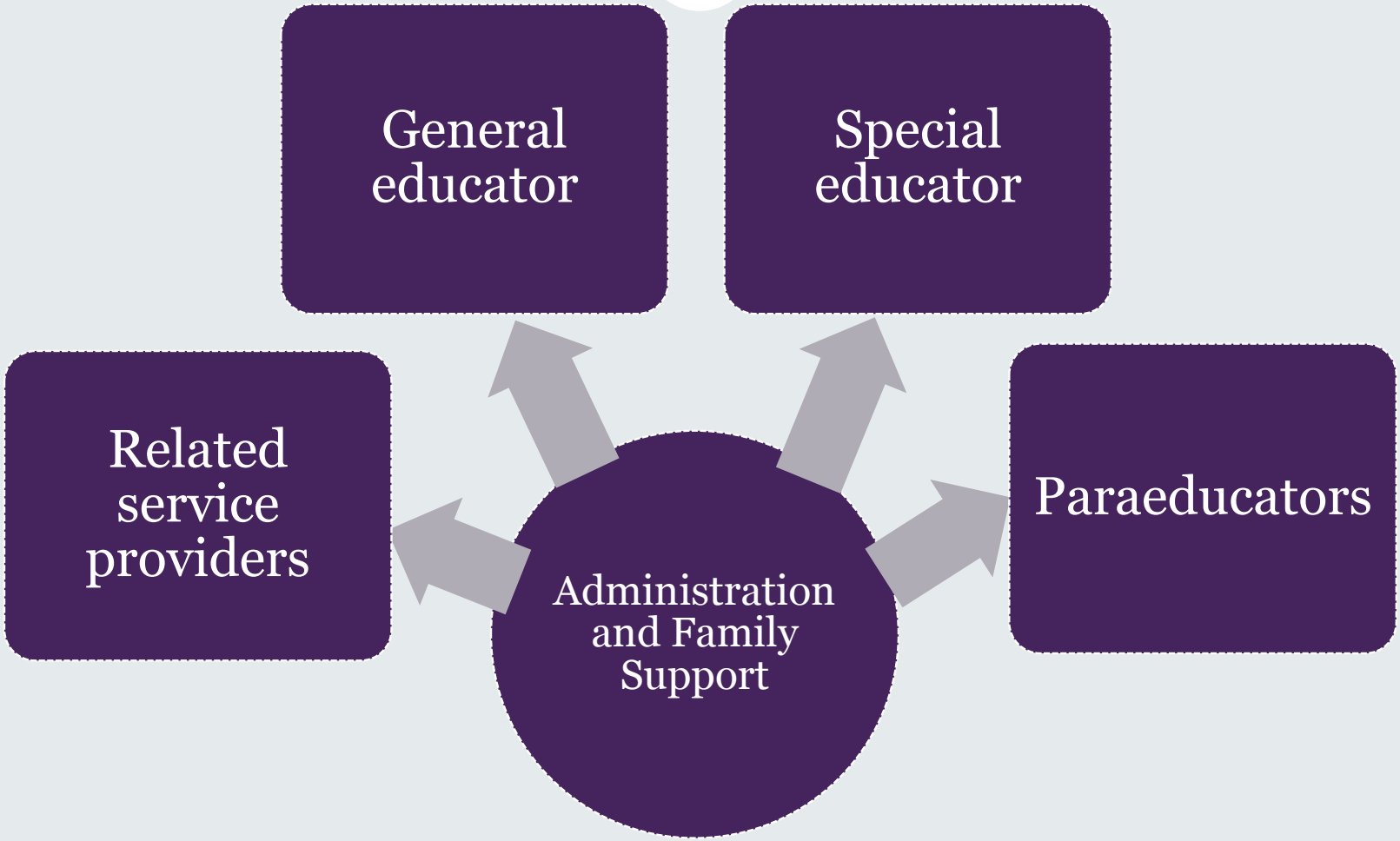
Traditional

- Teacher creates plan for group
- Individualized goals are plugged into ongoing instruction

Universal Design for Learning (UDL)

- Teacher creates plan for group, considering multiple learners in the design

Collaboration



The Issue Many Instructional Teams Face…

- Research shows that students with disabilities benefit educationally and socially when they are educated with typical peers.

HOWEVER…

- Designing and delivering instruction to students with disabilities in general education classes remains a challenge for practitioners.

Polychronis et al. (2004)

The Question…

How can teaching strategies be developed that will allow students with disabilities to receive effective, individualized instruction that fits the typical organizational structures of general education classes and instructional routines?

Embedded instruction is one strategy that can be used to address this issue!

Polychronis et al. (2004)

Embedded Instruction

- Students are taught skills within the on-going routines of the natural setting.
- Systematic instructional procedures are implemented which are designed to support the student's acquisition of the target skill.
- Instruction is distributed across activities that typically occur in the natural setting (e.g., teaching trials are delivered when they naturally occur, rather than in isolation).

Polychronis et al. (2004)

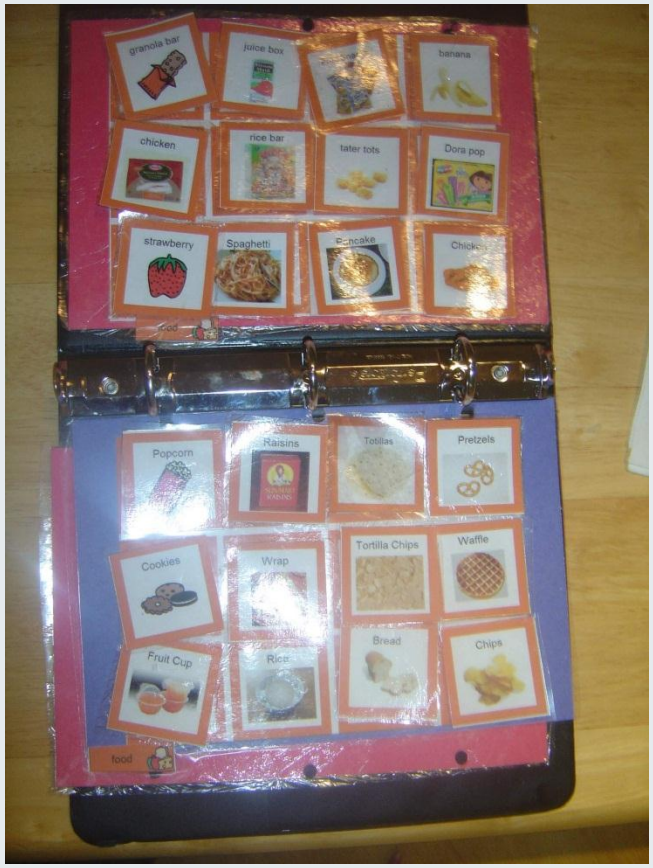
Embedded Instructional and the LAQI

- I 28. Individualized targets addressing goals other than core content areas are present on classroom lesson plans (e.g., self help, vocational, communication, social).

- I 29. Instruction on individualized skills is observed within or across primary instructional activities and ongoing routines in the classroom, school, or community (i.e., embedded instruction of social interaction skills, communication skills, self-help, etc.).

Example from Weaver Elementary

- Implementing communication instruction (requesting) using PECS during Pre-K snack time



Instructional Routine Examples

- Content related daily routines such as Everyday Counts math
- Core content class routines (“power up”, homework check, small group, etc.)
- Specialty class routines (art, PE, drama, computer lab)

School Routines/Activities Examples

- Lunch
- Hallway Routines
- Recess
- Assemblies
- Using a locker
- Extra curricular activities

Let's Take a Look..

Step 1: Identify the instructional routine or activity

Step 2: Identify the individualized targets that will be taught within the activity (including baseline assessment information)

Step 3: Plan instruction

Step 4: Implement instruction

Step 5: Assess

Instructional Routine: Small Group Work

5th grade English Language Arts

- Informal articles/reports
- Respond to an article in a variety of formats

Step 2: Selecting Individualized Targets

- Identify skills that facilitate the participation of the student with disabilities **in routine daily activities with typically developing children** (LAQI 9);
- Identify skills that build upon the student's **strengths and interests** (LAQI 22);
- Identify skills that will **increase opportunities** to participate in future activities (LAQI 30, 40, 67)

Individualized Student Objectives

Individualized Targets:

Social Interaction objective:

Given peer supports, the student will demonstrate cooperative work skills (Using shared materials, participating in group responsibilities), during small group activities during 4/5 activities by December 2013.

Communication objective:

The student will use a 4 switch communication device respond to social bids from peers during classroom activities on 3 out of 4 consecutive opportunities by December 2013.

Step 3- Plan Instruction
IEP Matrix

IEP matrices include a graph of IEP objectives identified with the course in which they will be targeted for instruction. In addition, they include the activities in which the student will participate.

Step 3- IEP Matrix

Activities→	Read articles for main idea, facts, and opinions	Choose an article and write a formal response (to editor, friend, etc.)	Mail the letter
IEP goals and Objectives ↓			
1. Demonstrate cooperative work skills	X	X	X
2. Respond to social bids	X	X	X

Instructional Planning

- Who will provide instruction?
- What materials are needed?
- What accommodations or modifications are needed?
- When will instruction occur (based on activity matrix)?
- How many opportunities for instruction will occur?
- What are the instructional procedures that will be used?
- Who will collect data?

Lesson Planning Example

Day/Date	Big Idea/Goals	Lesson Activities	Assessment	
			Standard	Modified
Language Arts	Students will prepare an oral presentation on a book of their choice. Students will evaluate peers' presentations and provide one constructive comment and one positive comment.	Review book report requirements. Provide students in-class time to prepare report.	5 minute oral presentation with a clear sequence of ideas. Completed evaluations with a minimum of 1 positive and 1 constructive comment.	Provides pictures and 1 sentence statement of each picture. Gave a verbal positive comment to at least one peer following the presentation.

Co-Teaching Structure	Academic Adaptiations (as needed for gifted students and students with disabilities)	Behavioral Adaptiations	Materials/ Support Needed	Performance Data and Notes
Alternative teaching	• Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.) • Allow students with language issues to present with a peer. • Allow three minute presentations for Sue and Jason.	• Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior.	Provide small group break out sessions to edit, practice, refine, etc.	*We need to talk about Tanya's performance this past week.*

Dieker, 2006, pp. 2-3

Instructional Procedures

- Identify instructional target: Respond to a social bid from a peer using a 4 switch communication device (icons: Yes! No! Sounds Good. I don't like that.)

Procedures:

- When a opportunity to comment occurs, a peer will:

1. Ask the student, "what do you think?" and wait 3 seconds for a response.
2. If correct response- peer delivers natural response and "high five" (reinforcement)
3. If no response- peer models the use of the device to respond. Continues to deliver prompt following identified least to most hierarchy until correct response occurs and then says, "good job!" (reinforcement).
4. If incorrect response occurs: In this procedure, any response (a comment) is identified as correct.

Steps 4 & 5: Deliver Instruction & Assess

- Implement systematic instructional procedures including:
  - Teaching strategy (i.e., system of least to most prompts)
  - Reinforcement
  - Progress monitoring
- Plan for and move to higher levels of learning throughout instruction:
  - Fluency (faster and more accurate performance of skill)
  - Generalization (performance of skills in multiple contexts with multiple partners)
  - Maintenance (performance of skill over time).

Individualized Student Objectives

Social Interaction objective:

Given peer supports, the student will demonstrate cooperative work skills (Using shared materials, participating in group responsibilities), during small group activities during 4/5 activities by May 2013.

Communication objective:

The student will make 2 on topic comments during an activity given communication symbols on a voice output device on 3 out of 4 opportunities by May 2013.

Academic objective:

The student will identify and name numbers 1-100 during classroom activities, given instructional prompting on 8/10 trials by May 2013.

Human Development Center

IEP Objectives Routine	Given peer supports, the student will demonstrate cooperative work skills (Using shared materials, participating in group responsibilities), during small group activities during 4/5 activities by May 2013.	Student will make 2 on topic comments during an activity given communication symbols on a voice output device on 3 out of 4 opportunities by May 2013.	The student will identify and name numbers 1-100 during classroom activities, given instructional prompting on 8/10 trials by May 2013.
Individual or paired students complete math bellringer.	X	X	X
Teacher reviews bellringer activity, eliciting responses from students.			X
Teacher demonstrates multiplication problem procedure on board.			X
Students are placed in small groups to complete multiplication word problems.	X	X	X

Designing Instructional Procedures for Individualized Targets

Activity within routine:

- Students are placed in small groups to complete multiplication word problems.

Objective to be addressed:

- Student will make 2 on topic comments during an activity given communication symbols on a voice output device on 3 out of 4 opportunities by May 2013.

Instructional Procedures

Procedure:

- Voice output device is available on the table during small group work. Symbols representing comments are provided (my turn, your turn we got it!, that's wrong, that's right!) and peer is instructed on the use of the device and symbols.
  - **Peers are provided with a list of times to give James an opportunity to comment (when the group rotates responsibilities, when the problem has been completed, when checking for accuracy).**
  - **When an opportunity occurs, peers ask. "James, What do you think?" and wait 3 seconds.**
  - **If James responds with an appropriate comment, say "yeah!" and place a stamp on a self-monitoring data collection sheet.**
  - **If James does not provide a response, point to the board and say, "James, what do you think."**
  - **If James responds, reinforce.**
  - **If no response is provided, student says, "this is what I think!" and provide a response on James' board (model).**
- Repeat during activity

Your turn!

Activity within routine:

Students are placed in small groups to complete multiplication word problems.

Objectives to be addressed:

The student will identify and name numbers 1-100 during classroom activities, given instructional prompting on 8/10 trials by May 2013.

Resources

- Co-teaching lessons database and template
  - http://2teachllc.com/lessons.html

What is Universal Design for Learning (UDL)?

"…a scientifically valid framework for guiding educational practice that –

a. Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
b. Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient."

UDL and UD Provisions in the Higher Education Opportunity Act (P.L.110-315)

Universal Design for Learning (UDL)

Multiple Means of:

Representation	Expression	Engagement
• The "what" of learning • Present information in multiple formats	• The "how" of learning • Allow alternatives for students to express or demonstrate learning	• The "why" of learning • Stimulate student interests and motivation for learning

Rose & Meyer (2006)

Designing materials using UDL framework

- “Design of instructional materials and activities that allows learning goals to be achievable by individuals with wide differences in abilities to speak, hear, see, move, read, write, understand English, attend, organize, engage, and remember” (Orkwis & McLane, 1998, p. 9)

UDL and LAQI

- I20. In general education settings, the teacher provides all students alternatives for demonstrating what they know (i.e., UDL). (e.g., presentations, visual displays, pen/paper activities, etc.).
- I21. In general education settings, the teacher provides students various ways of acquiring information and knowledge (i.e., UDL). (e.g., auditory, visually, through text, etc.).
- I22. In general education settings, the teacher promotes student engagement by using student areas of interest, offering choice in activity, providing reinforcement (i.e., UDL).

UDL Lesson Plans

- Attempt to meet the needs of all learners at the onset of instruction rather than having to retrofit lesson plans that initially fail some learners (CAST, 2009)
- Makes it possible for students of differing abilities to more fully participate in general education settings.

Collaboration and UDL

- Special education teachers provide resources and services to the general education teacher.
- Focus on academic skills, alternative modes of instruction, and helping students gain access to general education content.

Courey, Tappe, Siker, & LaPage (2012)

UDL

- Presents curriculum in multiple sensory modalities, flexible groupings, and adjusting instructional pace.
- Learning objectives drive the design of instruction.

Courey, Tappe, Siker, & LaPage (2012)

Rubric for UDL Lesson Plans

Objective	0 point	1 point	2 points
Representation	No clear description of modifying materials to provide equal access to all students	Discusses 1 or 2 modifications of materials to provide equal access, but needs to be explains more in depth	Discusses 3 or more modifications of materials to provide equal access to all students, gives clear and precise explanations
Expression	No clear description of providing alternative communication methods	Discusses at least 1 alternative communication method, but needs to be explained more in depth	Discusses 2 or more alternative communication methods, gives clear and precise explanations
Engagement	No clear description of strategies to involve or engage students with disabilities	Discusses 1 or 2 strategies to involve students with disabilities, but need to be explained more in depth	Discusses 3 or more strategies to involved students with disabilities, gives clear and precise explanations.

Lesson Example

- Consider middle school math class studying ratio word problems.
- Teacher has worked through examples from text and demonstrated appropriate ways to solve the problem.
- Some students (with and without identified disabilities) cannot solve the problems.

Courey, Tappe, Siker, & LaPage (2012)

Lesson Example - UDL

Multiple Means of:

Representation	Expression	Engagement
• Design instructional materials to make content accessible for broader number of learners. • Traditional – lecture, examples on board • May include video, audio text, diagrams, animations.	• Alternative communication methods to demonstrate learning. • Traditional – paper and pencil. • May include interviews, creation of novel story problems, use of AAC	• Creative, hands-on, meaningful instruction. Consider student preferences. • May include peer supported activities; revising cooking recipes for favorite foods

Courey, Tappe, Siker, & LaPage (2012)

Link to IEP goals and objectives

Social Interaction objective:

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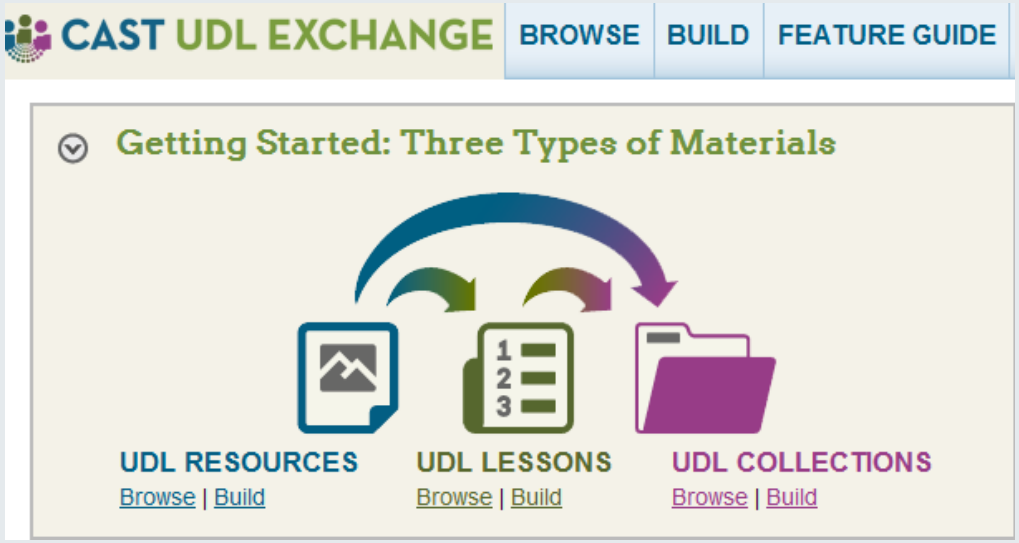
UDL Resources

- www.cast.org

- IRIS Center Module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
  - http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm

UDL Resources

- CAST UDL Lesson Builder
  - http://lessonbuilder.cast.org/
- CAST UDL Exchange
  - http://udlexchange.cast.org/home



Wrap-up

- Collaboration is key for instructional planning for students with disabilities
- Embedded instruction is the process of implementing systematic instruction on individualized targets during natural instructional routines and activities.
- Universal design for learning (UDL) is a framework for designing lessons for diverse classrooms using 3 principles:
  - Multiple means of representation
  - Multiple means of expression
  - Multiple means of engagement

QUESTIONS?

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