What should I target? Establishing relevant goals

Julie Riley
LASARD Project
October 26, 2010
Participants will:

• Understand how to identify relevant (valid) short term goals for instruction.
• Utilize ecological inventory to determine where and how to address goals.
Feedback

• How does your team typically plan for goals for students with ASD and related disabilities?
• How are instructional settings determined for particular content, skills, etc.?
Get to know your student

• What can the student do?
• What does the student enjoy doing?
• What does the student need to do?
Establishing short term goals

- Curriculum planning and instructional design are issues that educators and other professionals encounter daily.
  - What to teach?
  - How to teach?
  - Where to teach?
- For students with ASD and Related Disabilities, these can be complex issues which require a systematic team approach.
Ecological Assessment

- A systematic strategy for curriculum design.

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
General Assessment Issues

• The first phase of developing instructional programs is the assessment of areas relevant to learning and life quality (i.e. independence and participation).
• Areas based on person-centered planning input.

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
The Developmental Approach

- “Bottom up” curriculum
  - Assessed with norm-referenced tests
  - Assess developmental milestones
  - Try to facilitate the acquisition of those milestones
  - Hope that by “teaching them” students will generalize those skills to useful activities

- Compartmentalization
  - Communication, social, gross motor, etc. are taught as separate and unrelated skills
  - Splinters skills; skills that “float in space” and are unconnected to other skills

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
“Top down” approach

• Begin by identifying specific and useful (i.e., functional) skills required for independent functioning.
• Have an outcome in mind
• Arranged according to the areas of adult functioning (e.g., domestic, leisure, school/community, vocational)
• These domains are used as contexts to embed communication, motor, and social skills

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Benefits of Using the Ecological Approach

• Determine expectations in the natural environment.
• Determine critical skills needed in current and future environments.
• Emphasis a person-centered team approach.
• Promote instruction in natural environments.
• Promote the generalization of skills within and across environments.

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Validity

- Skill being taught must be valid for student and for environment
  - Natural environment
  - Socially valid
Conducting an Ecological Assessment…

- Ecological Assessment can be used for instructional planning and implementation in home, school, and community environments.
- Six phases…

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Phase I – Delineate curriculum domains

- Domestic=grooming and hygiene; mealtime behavior, preparation, and cleanup; clothing care and use; housekeeping; health and safety; etc.

- Leisure/recreation=games, sports, hobbies, exercise, clubs, both indoors and outdoors, both at home and outside the home; etc.

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Phase I – Delineate curriculum domains (cont’d)

• Community functioning=restaurants; stores/shops; services (e.g., library, post office, bank, Laundromat); health and safety (e.g., doctor, pay phone); etc.

• School= academic (e.g. general education classroom, science lab) and non academic (lunchroom, assembly, school wide activities).

• Vocational = food service; office service; construction; domestic and building service; etc.

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Phase 2- Identify Environments

- In Phase 2, identify current and future natural environments where instruction is necessary for independence or participation. Teaching directly in these environments prepares the students to function there and eliminates problems with “generalization.”
  - Where do students live, work, play, etc.? This should not be restricted to school!!
  - Examples of natural environments: Home, school, restaurant, etc.

Brown, Branston, Hamre-Nietupska, Pumpian, Certo, & Gruenewald, 1979
Phase 3 – Sub-environments

- In Phase 3, identify sub-environments within larger environments
  - Home = bedroom, living room, kitchen, utility room, bathroom, etc.
  - School = ?

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
In Phase 4, identify activities that occur within each sub-environment

- Bedroom = dressing and undressing, making bed, putting away clothes, cleaning room, etc.
- Cafeteria =

Note: During this phase, consider activities that occur on an on-going basis (routines). The content may change, but the routine stays the same

- e.g., morning routine, vocabulary lesson, clock in procedures at work, homework routine
Phase 5 - Skills

- In Phase 5, identify the skills necessary to engage in the activities
  - Dressing = selection of underwear, pants, socks, shirt, shoes; putting on underwear, pants, socks, shirt, shoes in correct order; buttoning/snapping pants and shirt, zipping pants
  - Cafeteria =

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Phase 6: Instructional Programs

- In Phase 6, design and implement necessary instructional programs
  - Teach dressing as a *cluster skill*, that is, teach the above as a skill sequence that naturally occurs together, and teach it during the time it normally should occur.
  - When and where would you teach cafeteria skills?

- Consider the following instructional options:
  - Teach
  - Adapt (modifications and accommodations)
  - Support (step is skipped or completed by another person).

EVALUATE INSTRUCTION; REVISE AS NECESSARY!

Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979
Tool: Ecological Inventory

- Not one standard form that should be used for every ecological inventory.
- Select the format that best meets the need of the student and the environment/sub environment/activity/skill.
- Can be performed as a team or through other strategies, such as videotaping.
Steps to a Ecological Inventory

• Watch same age peer to identify skills required for the activity.
• Observe student to determine the skills that he/she can or cannot do.
• Determine possible reasons the student cannot perform the skill and how that will be addressed (teach, adapt, support).
• Develop the goals using the above information with age-level content standards.
• Implement instruction using natural supports, appropriate adaptations, and effective teaching strategies.

Downing, 2008
Ecological Inventory

<table>
<thead>
<tr>
<th>Environment: __________________________</th>
<th>Sub environment: __________________________</th>
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**Ecological Inventory**

| Performance of peer/person without disabilities | Performance of student with disabilities.  
(+) Performed Correct  
(-) Performed Incorrect | Instructional Decision  
Teach (T)  
Adapt (A)  
Support (S) | Skill Instruction, Adaptation, or Support Needed |
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<tr>
<td>Looking at teacher while she’s giving directions</td>
<td>+</td>
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<tr>
<td>Answering chorally yes/no</td>
<td>+</td>
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<tr>
<td>Look at station while she’s giving directions for each</td>
<td>- (para prompt)</td>
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<tr>
<td>Get out glue</td>
<td>- (none available)</td>
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<tr>
<td>View ppt/lecture</td>
<td>+</td>
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<tr>
<td>Look at box on paper</td>
<td>- (para prompt)</td>
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<td></td>
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<tr>
<td>Look at station</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to assigned station to start</td>
<td>+</td>
<td></td>
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<tr>
<td>Glue stamp to paper</td>
<td>- (para support)</td>
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<td></td>
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<tr>
<td>Roll dice</td>
<td>+</td>
<td></td>
<td></td>
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<tr>
<td>Read line</td>
<td>-</td>
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Environment: School

Sub environment: 5th grade general education classroom – Ms. Burckel

This activity needed:
- In current environment
- Probably in future environments
- Student-preferred activity
- Family preferred
- Valued by students social group
- Increases inclusive opportunities

Looking at teacher while she’s giving directions: +
Answering chorally yes/no: +
Look at station while she’s giving directions for each: - (para prompt)
Get out glue: - (none available)
View ppt/lecture: +
Look at box on paper: - (para prompt)
Look at station: +
Go to assigned station to start: +
Glue stamp to paper: - (para support)
Roll dice: +
Read line: -
### Ecological Inventory

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<tr>
<td>Students find seats in the classroom.</td>
<td>+</td>
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<td>Students take out notebooks.</td>
<td>+</td>
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<td>Students complete Power Up displayed on the board (3 questions, students write 2 paragraphs).</td>
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<tr>
<td>- Student copies Power Up onto paper and then writes words unrelated to classroom content on a flyer passed out by the teacher.</td>
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<tr>
<td>Given verbal direction by Mr. Davis, students put Power Up in their binders and pass in their homework as teacher makes announcement regarding class pictures.</td>
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<tr>
<td>- Student writes words on a flyer passed out by the teacher.</td>
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<tr>
<td>Given verbal direction by Mr. Davis, students turn to page 80 in the Science textbook.</td>
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<tr>
<td>- Student writes words on a flyer passed out by the teacher. She does not have a textbook.</td>
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<tr>
<td>Students receive science textbooks passed out by a peer.</td>
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<tr>
<td>Students read along silently from the textbook as an individual student reads out loud.</td>
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<tr>
<td>- Student is turning the pages of the textbook. A peer assists her to find page 80.</td>
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</table>

Environment: 8TH Grade General Education  
Sub environment: 8TH Grade Science

This activity needed:
- In current environment  
- Probably in future environments  
- Student-preferred activity  
- Family preferred  
- Valued by students social group  
- Increases inclusive opportunities
Ecological Inventory – Bag & Tag

Instructional activity –
• Read passage  
  o 5th grade level  
• Highlight important facts  
• Answer multiple choice  
  
• Answer questions in class regarding passage

Instructional Activity – Individualized supports needed
• Modify to less text  
  o Material read to student  
• Highlight key words  
• Answer multiple choice (less options)  
• Use Pix Writer ™ to write facts  
• Answer questions in class regarding passage
Bag & Tag

States of Matter
Cindy Grigg

Remember that matter is "stuff" that everything is made of. Matter has mass. The mass of an object is the measure of how much "stuff" or particles make up the object.

Matter also takes up space. The amount of space an object takes up or fills is its volume. A paper clip takes up only a small amount of space. A book takes up more space. It certainly didn't fit in the same space that a paper clip can fill up! And you take up more space than a book. You have a greater volume than the book or the paper clip.

Matter comes in four forms or states on Earth. Matter can be a gas, liquid, solid, or plasma. Matter can be a liquid like water. Matter can be a solid like an ice cube. Matter can also be plasma. The plasma state is very hot. It is found on Earth in lightning. It is also found in stars.

A solid, like the ice cube or a book, keeps a certain shape and has a certain volume. It takes up a certain amount of space.

A liquid doesn't have a certain shape. It takes the shape of the container it is in. Liquids do have a certain volume. Liquids take up the same amount of space no matter what container they are in. If you measure a cup of milk in a measuring cup, the volume is eight ounces. If you pour the milk into a drinking glass, it still has the same volume - eight ounces. You could also pour the milk on a counter top. Its shape would change. But the volume would still be the same - eight ounces.

Air is a gas. When you blow up a balloon, you can see the air making the balloon get bigger. You can see the air's volume. You can see how much space the air takes up. Gases take the shape of their containers.

A balloon is one container that can hold a gas. If the balloon pops, what happens to the air? It spreads out into the whole room. But didn't the room already have gas (air) in it? Yes, it did. The room is another container that can hold gas. The same amount of gas (in the balloon) can spread out to fill another container. Gases do not have a certain volume. A gas can spread out to fill any space.

Water is one of the most commonly found things on Earth. It can easily be seen in three different forms or states of matter. When the water's temperature gets below 32 degrees, liquid water becomes the solid we know as ice. If water's temperature gets above 212 degrees, it turns into a gas we call water vapor.

Everything that takes up space and has mass is matter. The three most common states of matter on Earth are solid, liquid, and gas. Remember that there is a fourth state of matter called plasma. It exists in stars and lightning. It is rare on Earth. Water can be seen in all three forms: solid, liquid, and gas. Gases can easily change states. We can easily change the state of matter of water by changing the temperature of the water.

States of Matter

Questions

1. The measure of how much matter makes up an object is called:
   A. volume
   B. mass
   C. state of matter

2. The amount of space an object takes up or fills is its:
   A. volume
   B. state of matter
   C. mass

3. Solid, liquid, and gas are the three most common:
   A. masses
   B. volumes
   C. states of matter
Matter Is...
By Cindy Grez

Look at some different objects around you. You might see a desk, a pencil, and the girl who is sitting in front of you. Each of these objects is very different from the others. Yet all the objects are alike in some ways.

These objects are all alike because they all take up space. The pencil takes up only a small amount of space. The desk takes up more, and the girl probably takes up more space than the desk. The amount of space an object takes up is its volume.

All these objects are alike in another way. They all have mass. An object's mass is the measure of how much material makes up the object. You can find how much mass an object has using a balance. The units used to measure mass are usually grams or kilograms.

Everything that takes up space and has mass is called matter. All the objects you see around you are made of matter. Even you! You take up space and have mass. Matter is the "stuff" that everything on Earth is made of.

Think about what you'd like to do when you get

Matter Is...

Questions

1. What is volume?
   A. the measure of how much material makes up an object
   B. the amount of space an object takes up

2. Everything that takes up space and has mass is called _____.

3. What units are usually used to measure mass?
   A. grams and kilograms
   B. inches and feet
   C. cups and gallons

4. An object's _____ is the measure of how much material makes up the object.
PixWriter ™

The desert is hot.

The tundra is cold.

The rainforest has lots of plants and animals.
Ecological Inventory – Daily Geography

Instructional activity
- Answer questions daily regarding map
- Short answer

Instructional Activity – Individualized supports needed
- Enlarge/modify map
- Identify map areas from legend or focus on use of compass
Waterways of the United States

Monday
1. Which oceans border the United States?

2. How many rivers are labeled on the map?

Tuesday
1. How many labeled rivers flow into the Mississippi River? Name these tributaries.

2. Which lake is the source of the Mississippi River?

Wednesday
1. Name the two gulfs that are labeled on the map. Which one is larger?

2. What is the name of the large lake in Utah?

Thursday
1. How many lakes share a border with Canada and the U.S.? Name them.

2. Which rivers share a border with Canada and the U.S.?

Friday
1. Name the sound and strait that are labeled on the map. Which two states are near them?

2. Which river supplies water to Arizona, California, Colorado, Nevada, and Utah?

Challenge
A bay is an area of the ocean that is partly enclosed by land. A bay is usually smaller than a gulf. Add the following bays to the map: Chesapeake Bay, Delaware Bay, Monterey Bay, and San Francisco Bay. Use a reference physical map or atlas of the United States to help you.
Daily Geography

Highlight the lakes within the U.S.

Thursday 11-19-07
Testimonial
Summary

• Ecological assessment can be used to **identify** skills needed for participation in current and future environments.

• Ecological inventory is a tool that may be used to **plan** for teaching functional skills necessary in natural environments.

• Goals may be built from skills identified as necessary to complete an activity in a given environment.
Practice
Adaptations


Other resources