Two Peas in a Pod:
IEP Objectives & Standards Based Instruction

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Two Peas in a Pod
IEP Objectives & Standards Based Instruction

Juanita Pritchard, Ed.S. , NBCT
Learning Outcomes

• Identify the connection between IEP objectives and standard based instructional units.

• Participate in development of Integrated Unit on Cells to demonstrate hands-on activities that support best practice instruction for ID students.

• Explore ways to embed IEP objectives into the standards based unit framework.

http://piecing-together.weebly.com
Additional Handouts

Download at Piecing It Together Website: http://piecing-together.weebly.com

• Blank Unit Plan
• Partial Cell Unit Plan for notes
• Planning matrix
INTEGRATED UNIT INSTRUCTION

http://piecing-together.weebly.com
Why integrated unit instruction?

- All students should be provided access to grade level content
- Multiple grades and content areas in a single unit
- Provides required repetition for students
- Across trainers, materials, & environments for generalization
  - Meaningful focus to standards
  - Life skills in a variety of scenarios
- Helps saves planning & instruction time

- Focus on communication & behavior: COMPLETES, COMPLIES or INITIATES
ELA Activities/CCGPS

- "The Mitten" adapted story:
  - ELACCRK1L; 1R1: Answer questions about key details;
  - ELACCRK2L; 1R2: Read stories;
  - ELACCRK3L; 1R3: Identify characters, setting, events;
  - ELACCRK4L: Answer "WH" questions

Math Activities/CCGPS

- MCCK.CC.1 Count to 100 by ones
- MCCK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral
- MCCK.MD.1 Describe measurable attributes of objects, such as length
- MCCK.MD.3: Classifying objects into categories
- MCCK.MD.2 Compare lengths of animals/mittens
- MCCK.MD.4: Organize, represent, interpret data (Marshmallow graphing)
- MCCK.MD.1 Measure length of animals/mittens using rulers
- MCCK.MD.2 Measure length of mittens using nonstandard units
- MCCK.MD.10 Use picture/bar graph to represent data
- MCC2.MD.10: Use data from a bar graph to solve problems using information in bar graph
- MCC2.OA.1: Add numbers up to 10 using objects, drawings, equations
- MCC2.OA.1: Add numbers up to 10 using drawings

IEP Objectives

- Match to sample
- Increase vocabulary (animals, clothing, numbers)
- Sequence
- Count 1 – 10; identify numbers
- Use ordinal number concepts
- Sort & Classify objects/pictures
- Increase Mean length of utterance
- Use AAC device/slide to access curriculum
- Answer "WH" questions
- Describe objects/pictures

Social Studies Activities/GPS

- SKH3: Use words/expressions related to chronology and time:
  - first, last, next
- S1E4: Describe costs and benefits of spending/saving choices
- S2E3: Explain use of money to obtain goods they want

Art/Music/PE/Leisure

- Art Ideas for The Mitten:
  - Mitten Sun Catcher
  - Songs for The Mitten: "The Mitten" to the tune of "The Farmer in the Dell"
  - "Mitten Mates" (mitten matching song)
  - "Winter Pokey" (like Hokey Pokey)

- Movement Activities for The Mitten:
  - YouTube: play that has lots of music and movement:
    - http://www.youtube.com/watch?v=5NjKZDzA-U

Computer Access

- Adapted story: Assistive Technology
  - Use step by step to list animals in sequence:
  - Use TechTalk8 overlays to sequence, answer questions

Science Activities/GPS

- $KPi.b: Use senses to classify materials according to physical attributes (color, size, texture)
- $1E2: Students will observe and record changes in water as it relates to weather:
  - Recognize changes in water when it freezes (ice) and when it melts (water)
  - Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)
- $2P1a: Identify the three common states of matter as solid, liquid, or gas

Food Prep

- Hedgehog Cookie Recipe
- Hot Chocolate Recipe
- Make Mitten Sandwiches with mitten cookie cutters to cut mitten shapes from the bread
- Make mitten-shaped refrigerator cookies and have students cut and decorate them
Assumption about IEP objectives:

• They are chosen to support the transition plan which focuses on post school outcomes (for students 14 and older)
• They are written in a SMART format – specific, measureable, achievable, realistic, time bound
• They are age and grade appropriate & compensatory skills are explored for older students.
How to create integrated unit?

1. Select theme/standard/literature base

2. Brainstorm activities related to the theme

3. Locate standards to support instruction
   May be different for different grades
How to create integrated unit?

4. Locate (embed) places where IEP objectives can be met (Use Activity Matrix)

5. What IEP objectives are left? Can activities be added to address these?

6. How will you collect data? Formative & Summative Assessments related to standards?

7. Are Life Skills embedded? Art, cooking, following written directions, communication opportunities, following schedules, etc.
Non-standards based IEP objectives

Common IEP Objectives

- Count 1-10
- WH questions
- Sort or match by attributes (color, size, etc.)
- Personal information
- Stay on task
- Complete task
- Increase sight word vocabulary

- Follow visual schedule
- Copy from a model
- Turn head toward sound
- Choose between a field of 2
- Tolerate ........
- Place objects in container
- Use switch to make choice
- Cause & effect

OTHERS???
BIOLOGY: CELLS

SB1: a. Explain the role of cell organelles

Prerequisite: ID cell organelles
Focus on identifying a few organelles – cell membrane, nucleus, and cytoplasm. If identification is obtained, add the function in simple terms:

- **Cell membrane** – protects cell
- **Nucleus** – the brain (or the boss)
- **Cytoplasm** – jelly-like substance that holds organelles
Science Activities for Cells

Commercially available

- Build-A-Cell Poster And Magnets Set

Better than worksheets:
Students can practice again & again as they learn
Can be used over & over

Or make your own –
Cookie Sheet
Magnetic Paper thru printer
Science Activities for Cells

Using real microscopes to view cells

Use technology –
Many on-line activities to involve students

www.brainpop.com
Using Communication Support
Using Communication Support

Tactile supports
Using Communication Support
Low Tech Solution

- Cell
- Nucleus
- Cytoplasm
- Cell membrane

I know
what was the question?
help me
I don't know
Adapted non-fiction text
Specialized glossary
Vocab activities

BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles
Reading Activities for Cells

Using scaffolding support to be sure everyone can participate.

Non-fiction PowerPoints available on DOE Electronic Resource Board

Make reading interactive— not flat print – multi-sensory.
SB1: Explain the role of cell organelles

Prerequisite: Identify cell organelles
Writing – relevant details

Lab Report

Experiment

Supplies

Describe

Before

After
Writing – relevant details

Lab Report

Side 1

Name: _______________________

Lab Experiment Report

PURPOSE: What do you want to learn?

______________________________________________________

RESEARCH: What do you know or what can you find out about the topic?

______________________________________________________

HYPOTHESIS: What do you think is going to happen during the experiment?

______________________________________________________

IF

THEN

EXPERIMENT: What are you going to test?

______________________________________________________

Side 2

Name: _______________________

Lab Experiment Report

ANALYSIS: What happened during the experiment?

______________________________________________________

What did you change?

______________________________________________________

What happened when you made changes?

______________________________________________________

What stayed the same?

______________________________________________________

Other things you noticed?

______________________________________________________

CONCLUSION: What was the result when the experiment was finished?

______________________________________________________

Was your HYPOTHESIS right? [YES, NO]
Writing – relevant details

Using eye gaze or switched to complete written expression
Writing – others ways to write
BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles

Adapted non-fiction text
Specialized glossary
Vocab activities

Writing science lab notes
Report/poster on cells

Animal cell activity
Plant & Animal Cell ppt
Magnet posters
Videos & technology resources
Cells under microscopes

Edible Cell(s)
Poster/project
Foldables

Real Life Application
Edible cells: Science + Life Skills = Fun
Projects: Active Student Learning
Projects: Active Student Learning
BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles
Games: Drill & Practice

Cell BINGO

- cytoplasm
- nucleus
- animals
- cell
- free space
- plants
- small
- cell membrane
- body
BIOLOGY: CELLS
SB1: Explain the role of cell organelles
Prerequisite: ID cell organelles

Writing
Writing science lab notes
Report/poster on cells

Science
Animal cell activity
Plant & Animal Cell ppt
Magnet posters
Videos & technology resources
Cells under microscopes

Math

Real Life Application
Visit to vet to see cells
See their own sample cells
Speaker on cells

Functional/Speech/OT/PT
Games & Manipulatives
Animal cell bingo
Puzzles
Vocabulary support/games

Social Studies
SSEPf6 skills in the workplace

PE/Ant/Music/Cooking
Edible Cell(s)
Poster/project
Foldables

Reading/Literature
Adapted non-fiction text
Specialized glossary
Vocab activities
Medical professional speaking on Cells.

Visit to vet’s office to look at cells under microscope

Looking at own personal cells under Microscope.
But what about all those **IEP objectives** that are not related to standards?
Use Activity matrix to help

<table>
<thead>
<tr>
<th>NAME</th>
<th>ACTIVITIES</th>
<th>IEP Objective(s)</th>
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<tbody>
<tr>
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</table>
These objectives can be embedded:

- Count 1-10
- WH questions
- Sort or match by attributes (color, size, etc.)
- Personal information
- Stay on task
- Complete task
- Increase sight word vocabulary

- Follow visual schedule
- Copy from a model
- Turn head toward sound
- Choose between a field of 2
- Tolerate .......
- Place objects in container
- Use switch to make choice
- Cause & effect
# Matrix for Embedding Objectives into Unit Activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Adapted NonFiction Text</th>
<th>Edible Cell</th>
<th>Poster of Cell</th>
<th>Foldable of Cell</th>
<th>BrainPop Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count 1-10</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>WH questions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Increase sight word vocabulary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Choose between a field of 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cause &amp; effect</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Stay on task</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles

Writing
- Writing science lab notes
- Report/poster on cells
  - W.2 develop topic - relevant details
  - Increase vocab

Real Life Application
- Visit to vet to see cells
- See their own sample cells
- Speaker on cells
  - WH questions
  - Increase vocab

Science
- Animal cell activity
- Plant & Animal Cell ppt
- Magnet posters
- Videos & technology resources
- Cells under microscopes
  - SB1 – functions of cell organelles

Math
- MCC9-12.A.CED.1  equations
- MCC9-12.S.ID. 1 Dot Plots
  - Count 1-10

Functional/Speech/OT/PT
Games & Manipulatives
- Animal cell bingo
- Puzzles
- Vocabulary support/games
  - WH questions
  - Increase vocab

Reading/Literature
- Adapted non-fiction text
- Specialized glossary
- Vocab activities
  - RI.1 – citing text
  - L.4 - Use specialized glossary

PE/Art/Music/Cooking
- Edible Cell(s)
- Poster/project
- Foldables
  - WH questions
  - Increase vocab

Social Studies
- SSEPF6 skills in the workplace
  - WH questions
  - Increase vocab

Increase vocab
- Count 1-10

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions

Increase vocab
- WH questions
- WH questions
- WH questions
- WH questions
Are there IEP Objectives not addressed in the unit?

- Look for places they can be integrated
  - Some just can’t, but most can be embedded

THINK OUTSIDE THE BOX!!
Other life skills that should be embedded:

• Using a visual schedule/directions
• Following directions to completion
• Advocating for self
• Setting up and cleaning up own work area
• Getting more work when task is complete
• Decreasing prompt dependence
• Asking and answering questions
• Working standing up as much as possible
• Planned chaos
COMMUNICATION FIRST!!

• Be sure there is always communication support
  – Vocabulary Support
  • Even for verbal students
  • Difference between “verbal” and “communicating”
  • Stranger test
COMMUNICATION FIRST!!

– Beyond labeling
  • Core vocabulary
  • Asking
  • Opinions
  • Comments – things students WANT to say

I need more work.

You’ve got to be kidding!
“For the things we have to learn before we can do them, we learn by doing them.”
— Aristotle
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Webinar Evaluation

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