# Education Day at a Glance: Integrating Inclusive IEP Goals

Elementary 4th Grade Student : A.V.

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| **Class Daily Schedule** | **Embedded Goals**[**(Reference IEP Goals at a Glance)**](#_heading=h.30j0zll) | **Supports/Accommodations** [(**Reference Accommodations at a Glance)**](#_Accommodations_at_a) |
| **9:10 Transition into School**  | IEP Goal 1- Transition | * Checklist and visual for routines.
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| **9:20 Class Meeting** | IEP Goal 1- TransitionIEP Goal 6- Retell eventsIEP Goal 5- Flexibility and collaborative interactionsIEP Goal 7- Whole group multi-step directionsIEP Goal 8 – Produce /l/ blends initial word | * Directions reworded and/or simplified to ensure comprehension.
* Checklist and visual for routines.
* Visual cues for retell (photos, text) presented on paper and iPad
* Problem solving visual
 |
| **9:40 Reading Block****Mini lessons and independent task.** | IEP Goal 3- Reading main ideaIEP Goal 4- Writing | * Reread passage.
* Provide multiple choice questions
* Access to Clicker 7 and other word prediction, voice notes and picture
* Sentence stems and word banks
* Masking non-essential content
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| **10:30 Snack and Story** | IEP Goal 3- Reading main ideaIEP Goal 5- Flexibility and collaborative interactions | * Reread passage.
* Provide multiple choice questions
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| **10:45 Recess** | IEP Goal 1-TransitionIEP Goal 5- Flexibility and collaborative interactionsIEP Goal 6- Retell eventsIEP Goal 7- Whole group multi-step directionsIEP Goal 8 – Produce /l/ blends initial word | * Fade 1:1 support as able, to allow increase independence, peer interaction and use of speech
* Social story
* Priming social interactions
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| **11:00 Specialist (PE, music, library)** | IEP Goal 5- Flexibility and collaborative interactionsIEP Goal 7-Whole group multi-step directions | * Directions reworded and/or simplified to ensure comprehension.
* Collaboration between case manager, paraprofessional and general education content teachers
* Visual cues for retell (photos, text)
* Problem solving visual
* Masking non-essential content
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| **11:30 Math** | IEP Goal 2- Math Operations for word problemsIEP Goal 7-Whole group multi-step directions | * Access to learning tools (manipulatives, calculator, etc.).
* Cue to visual supports. Checklist for multi-step processes.
* Checklist and visual for routines.
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| **12:00 Lunch** | IEP Goal 5- Flexibility and collaborative interactions. IEP Goal 6- Retell eventsIEP Goal 7- Whole group, multi-step directions  | * Checklist and visual for routines.
* Pre-teach and priming for social interactions (conversation starters)
* Visual cues for retell (photos, text) for sharing his experiences
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| **1:00 Math** | IEP Goal 2- Math Operations for word problems. IEP Goal 5- Flexibility and collaborative interactions. IEP Goal 7- Whole group, multi-step directions  | * Access to learning tools (manipulatives, calculator, etc.).
* Pre-teach and priming for social interactions (collaborative work)
* Reword or simplify directions for comprehension
* Masking non-essential content
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| **1:55 Recess** | IEP Goal 1- TransitionIEP Goal 5- Flexibility and collaborative interactions. IEP Goal 7- Whole group, multi-step directions  | * Checklist and visual for routines.
* Problem solving visual
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| **2:10 Writing**  | IEP Goal 3- Reading main ideaIEP Goal 4- Writing | * Sentence stems and word banks
* Scribing
* Clicker 7 and other word prediction software
* Erasable highlighters
* Masking non-essential content
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| **3:05 Closure Meeting** | IEP Goal 5- Flexibility and collaborative interactions. IEP Goal 7- Whole group, multi-step directions  | * Directions reworded and/or simplified to ensure comprehension.
* Checklist and visual for routines.
* Visual cues for retell (photos, text) presented on paper and iPad
* Problem solving visual
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| **3:20 Dismissal** | IEP Goal 1- TransitionIEP Goal 7- Whole group, multi-step directions  | * Checklist and visual for routines.
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## IEP Goals at a Glance

### Adaptive Skills: Transitions to follow checklist and routine.

When given opportunities to transition between activities, A.V. will follow a checklist/routine/visual schedule to manage his materials and prepare for the next activity improving adaptive skills from independently following a checklist/routine/visual schedule in 5% of opportunities to independently following a checklist/routine/visual schedule in 60% of opportunities as measured by data collection by IEP team.

### Mathematics: when given different math operations for word problems, will select operation & use tool.

When given different math operations (addition, subtraction, multiplication, or division), A.V. will select a

correct operation for a word problem, demonstrate the operation with manipulatives, choose a tool that will

help him solve the problem improving his math concepts from select a correct operation for a word

problem with 60% accuracy to select a correct operation for a word problem with 80% accuracy as

measured by data collection by IEP team.

### Reading: Understanding main idea, key details, determine meaning of words and phrases, apply phonics and word analysis skills to decode words, comprehension, etc. through answering multiple choice questions.

When given a reading passage at A.V.’s independent reading level (1st grade), he will demonstrate understanding of main idea, keys details, determine meaning of words and phrases, apply phonics and word analysis skills to decode words, comprehension, etc.) through answering multiple choice questions improving reading  from answering multiple choice questions (field of 5) with 40% accuracy to answering multiple choice questions (field of 5) with 80% accuracy as measured by teacher collected data.

### Writing: When given a grade level writing prompt, select mode and tools to produce a 3 to 5 word sentence.

When given a grade level writing prompt and a list of writing production tools available, A.V. will select a way of producing written work (hand writing, typing, district approved software, word bank, sentence stems) to develop a chosen opinion, narrative, or informational topic with facts, statements and/or details that are ordered in sequential and meaningful order improving written expression from independently selecting a way of producing written work and producing a 3 to 5 word sentence in 1 out of 5 opportunities to independently selecting a way of producing written work and producing an 5 sentences/paragraph in 4 out of 5 opportunities as measured by data collection by IEP team.

### Social/ Emotional: Flexibility in social interactions, advocate, problem solve, negotiate, compromise, perspective taking, and giving peers feedback with supports and accommodations (written reminders, visual supports) improving engagement and collaborative peer interactions.

When given opportunities for flexibility in social interactions, A.V, will advocate, problem solve, negotiate, compromise, perspective taking, and giving peers feedback with supports and accommodations (written reminders, visual supports) improving engagement and collaborative peer interactions throughout the day from 1 out of 5 opportunities to engage with peers throughout the day to 4 out of 5 opportunities to engage with peers throughout the day as measured by data collection by IEP team.

### Oral Expression: Retell events in a sequential order using cues (picture cards, text prompts, 1st, next, then, last, etc.)

When given an opportunity to retell a sequence of events (story at grade level, home/school event), A.V. will retell the event in sequential order using a variety of cues (picture cards, text prompts, 1st, next, then, last, etc.) improving engagement and collaborative peer interactions throughout the day from 2 out of 5 opportunities to retelling a sequence of events to 4 out of 5 opportunities retelling a sequence of events throughout the day as measured by data collection by IEP team.

### Listening Comprehension: Will follow the whole group multi-step directions improving listening comprehension.

When given a whole group multi-step teacher direction (for example, "It's time for reading, get the small reading book out, come to the carpet, sit on your sit spot, and open the book”), A.V, will follow the whole group multi-step directions improving listening comprehension from following whole group multi-step teacher directions in 1 out of 5 opportunities with 3 adult verbal prompts ( A.V., get your book out and open to page 10) to following whole group multi-step teacher directions in 3 out of 5 opportunities with 2 or less adult verbal prompts (A.V, get your book out and open to page 10) as measured by data collection by IEP team.

### Communication: When given a verbal model (e.g., target word), will produce /l/ blends in the initial position of words

When given a verbal model target word), A.V. will produce /l/ blends in the initial position of words, improving articulation and intelligibility, from 46% accuracy in words, to 80% accuracy in words, as measured by SLP data and observation.

## Accommodations at a Glance

### Accessories & Equipment

* Erase-able highlighters, left-handed scissors, 3-drawer for organization of subjects
* Graph paper and manipulatives for math
* Headphones/noise buffers
* Isolate/mask portions of assignment/test
* Large-spaced paper for handwriting tasks, enlarged font for reading passages
* Social stories for challenging routines and social opportunities presented on paper and on iPad

### Environment/ Setting

* Provide structured, timed breaks from challenging tasks through the day
* Preferential seating near point of instruction & "chatty" peers for communication/ direction-following models

### Presentation/Grading

* Directions need to be reworded and/or simplified to ensure comprehension
* Modified assignments/tests
* Tasks broken down
* Scribing for content-area assessments

### Scheduling/Timeline

* Extended time for assignments up to 100%
* Extended time for tests up to 100%
* Personal checklist/routine/visual schedule to manage his materials and prepare for the next activity

### Student Response

* Child-friendly word processor with word prediction, voice notes, picture support, etc. (for example, Clicker 8)
* Multisensory math program (TouchMath, etc.)
* Sentence stems
* Word banks
* Allow additional processing time
* Provide warning and visual cues for upcoming transitions and wait for acknowledgment
* When appropriate provide choices that result in the same outcome

### Other

* Emphasize "big ideas" from the lesson plan through pictures, highlighting & masking non-essential content
* Individualized work for activity/lesson as needed