Aligning IEPs with Alabama State Standards: Reconciling the “I” and “All”

Summer Professional Learning Conference 2018
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The Challenge

Reconciling the “I” in IEP and the “all means all” in Standards

Participation Gap
Lack of meaningful interaction with content

Implementation Gap
Inconsistent implementation of high probability practices

Achievement Gap
Students with disabilities are not adequately prepared for the post-secondary opportunities
What do we Mean by Curriculum?

IEPs – IEP includes description of how the student’s disability affects involvement and progress in the general education curriculum.

IDEA – IDEA identifies the “general education curriculum” is the same curriculum as that delivered to all students in the school district.

What do we Mean by Curriculum?

Standards – What we want students to know and be able to do at the end of each grade.

College & Career Readiness Standards (Common Core) – Adopted by AL. in 2010.

Curriculum – How each district intends to facilitate this learning.

What Does Common Core Say about Students with Disabilities?
Isn’t this What We Want for All Kids?

Ultimate goals
- College & career readiness
- Literacy (ELA and Math)
- Executive skills
- Communication
- Collaboration
- Critical thinking
- Problem solving
- Self-regulation
- Navigational Skills

The Solution

Imagine if every conversation about a struggling learner started like this:

Based on learner’s characteristics, “what would it take” for this student to have meaningful participation with the content?

The Solution

Minimize change to curriculum while making the learning activity purposeful and relevant to the student. In a nutshell:

- Know your student
- Know the standards
- Know what’s negotiable and what’s not
Making Curriculum Accessible

Barriers may exist when curriculum does not account for, among other things, the variations in:

• Language
• Perception
• Cognitive processes
• Executive skills
• Navigational skills
• Engagement
• Sustained attention
• Sensory Input

Curricular Demands

What is necessary for the student to have meaningful participation in the lesson, activity or assessment? For example:

• In order to comprehend written material, the student needs to access text.
• In order to participate in science lab, the student needs to be safe (self-regulate).
• In order to follow a lecture, the student needs sustained attention.
• In order to write an argument, the student needs to express herself.

Consider the Demands

Point of Access Continuum

Disability has mild – moderate impact

• Access to text
• Working memory
• Language skills – categories, vocabulary, semantics
• Auditory Comprehension (receptive)
• Background knowledge

Disability has severe – profound impact

• Able to hold head up
• Visual tracking
• Symbol recognition
• 1 to 1 correspondence
• Reliable system for communication
In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
Math

Number and operations in base ten
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and operations – fractions
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Putting it All Together

- Look at the big idea(s) of the standard (or cluster of standards) - what is the purpose?
- Look at knowledge and skills - what does student need to know and be able to do?
- Look at curricular demands - what does the student’s brain need to do?
- And then – What would it take…?

Gap Analysis

1. Select the grade level expectations/skill in the general education curriculum that will present the greatest challenge for the student.
2. Describe the skills/behaviors the student presently demonstrates.
3. Describe the skills student needs to learn this year to significantly narrow/close the gap.
Gap Analysis

1. Compare and contrast the students present levels with the demands of the grade level standard.

2. Determine the size and nature of the gap – skills? knowledge? process?

3. Determine the student’s strengths and/or interests that can build a “bridge” to the curriculum. Identify appropriate accommodations that support interaction with the content.

4. Determine the student's needs to address through specially designed instruction.

<table>
<thead>
<tr>
<th>Knowledge (Nouns)</th>
<th>Skills (Verbs)</th>
<th>Cognitive/Environmental Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI. 1 &amp; RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td></td>
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<tr>
<td>RI. 2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
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<tr>
<td>RL.3: Describe how characters in a story (respond to major events and challenges.</td>
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<tr>
<td>RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
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Possible Goals for Linda

- By June 2019, after reading 1st grade level text, Linda will correctly answer 5 out of 6 W/H questions for 3 consecutive weeks as measured by weekly comprehension probes.

- By June 2019, after listening to 2nd grade level text, Linda will correctly answer 5 out of 6 W/H questions for 3 consecutive weeks as measured by weekly comprehension probes.

- By June 2019, after reading 2nd grade level digitized text with visual supports, Linda will correctly answer 5 out of 6 W/H questions for 3 consecutive weeks as measured by weekly comprehension probes.
Determine Appropriate Goals

Based on:
– the purpose of the standard, and
– the characteristics of the learner,

Determine:
– the skill *(what the student will demonstrate)*,  
– the condition *(what must be present when the student demonstrates the skill)*, and  
– the criteria *(how well the student must demonstrate the skill)*.

Elasticity of a Goal

<table>
<thead>
<tr>
<th>Condition</th>
<th>SKILL</th>
<th>Perf. Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under what condition</td>
<td>Target Skill</td>
<td>How well it will be done</td>
</tr>
</tbody>
</table>

Identify the Skills

**Targeted Skill or Behavior**

- When we can observe something, we can count it. When we can count something, we can count it again over time. This is measurement!
- Describe the skill or behavior in observable terms.
Identify the Skill

<table>
<thead>
<tr>
<th>Non-example target skill</th>
<th>Example target skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instead of:</td>
<td>Define it as:</td>
</tr>
<tr>
<td>• Improve comprehension.</td>
<td>• Answer “w” questions.</td>
</tr>
<tr>
<td>• Improve writing.</td>
<td>• Cite evidence in text.</td>
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<tr>
<td>• Improve expressive</td>
<td>• Write complex sentences</td>
</tr>
<tr>
<td>language.</td>
<td>with adjectives and</td>
</tr>
<tr>
<td>• Improve social skills.</td>
<td>conjunctions.</td>
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<tr>
<td></td>
<td>• Join in cooperative play</td>
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<tr>
<td></td>
<td>activities with peers.</td>
</tr>
</tbody>
</table>

Identify the Condition

The condition must be present when collecting data. It is possible that the condition for the goal is different than the condition for instruction.

• Can you alter the level (e.g., “Given a 4th grade level passage ...”)?
• Can you alter the supports (e.g., book on tape, speech-to-text)?
• Can you alter the setting (e.g., in 1-to-1 setting, across all settings)?

Identify the Criteria

• Determine the student’s present level of performance (baseline) and determine what is attainable within one year.
• Adapt criteria to allow for full or partial participation in the grade-level content.
  o Will write a paragraph that includes 5 elements
  o Will write a paragraph that includes 3 elements
  o Will verbalize a main idea and one detail
• Once that level is attained, how consistently must it be demonstrated?
Determine Appropriate Goals

**Rachel** has a mild learning disability in written expression. She has difficulty using descriptive language and elaborating ideas. She needs sentence frames/graphic organizers.

**Henry** has a moderate intellectual disability and cerebral palsy. He is non-verbal and unable to write with a pencil/pen. He is observant and interested in his surroundings. Henry had begun to communicate yes/no responses through the use of picture boards and choice cards.
Identify Skill

1. Rachel will compose specific types of text (argument, informative or narrative)

2. Henry will select icons to communicate specific text types

Identify Condition

1. ... after completing a graphic organizer with a peer, Rachel will compose specific types of text (argument, informative or narrative)

2. ... given visual icons representing verbs and nouns about a given topic, Henry will select icons to communicate specific text types

Identify Criteria

1. ... after completing a graphic organizer with a peer, Rachel will compose specific types of text (argument, informative or narrative) achieving at least 5 out of 6 on a text specific rubrics for 6 writing assignments. (rubric includes: introductory sentence, statement of opinion, ideas are grouped logically, use of facts and details, use of linking words and concluding statement).

2. ... given visual icons representing verbs and nouns about a given topic, Henry will select 3 icons to communicate specific text types for 6 consecutive writing assignments.
Measurable Annual Goals

Prioritize goal areas:

- **Endurance**: Will this standard provide students with knowledge and skills that will be of value beyond the present instructional setting?
- **Leverage**: Will this standard provide knowledge and skills that will be of value in multiple disciplines?
- **Preparation for next level**: Will this standard provide students with essential knowledge and skills necessary for success in the next grade or level of instruction?


Measurable Annual Goals

Skill vs. Content

- Goals are necessary when an intervention is designed to change a specific skill or behavior.

- Scope and sequence or content standards are not appropriate goals. Rather, the goal is based on the student’s disability-related need that adversely affects the student’s involvement and progress in the curriculum/content.

Measurable Annual Goals

Grade level vs. instructional level:

- By using the gap analysis process, the team determines the appropriate point of access and performance criteria.
- The correct point of access may be off grade level.
- Sometimes we “teach up” to the grade level by determining “what it will take”.
- Don’t forget about ZPD!
Pre-requisites for Learning

“Zone of proximal development” (ZPD) suggests that learning occurs when there is:
• an appropriate level of challenge and
• support to learn the task.

Resources

Access to the Curriculum

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Thanks

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