

Iowa Speech-Language Service Delivery Model Training



Service Delivery Options 2, 3 and 4

*Presented by the Iowa Statewide SLP SDO Workgroup
and Iowa Department of Education
2004*

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Department of Education
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Des Moines, Iowa
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State Board of Education

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*Statewide Speech-Language Pathologist Project
Workgroup Members
2003-04*

Service Delivery Model Workgroup

Chairperson:

Anne Lohmeier AEA 11

Carol McMahon AEA 13

Members:

AEA 267 Melissa Benning

AEA 10 Kris Dunn, Lynn Tiemann

AEA 11 Anne Lohmeier

DMPS Laura Agocs

AEA 12 Karen Thompson

AEA 13 Carol McMahon

Department of Education – Frank Forcucci

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*Frank Forcucci MS, CCC-SP
State Consultant, Speech-Language Services*

AEA 267: Melissa Benning, Sandy Raney, Anne Magnuson, Christine White

AEA 8: Sonna Neumeister, Janelle Swanson

AEA 10: Kris Dunn, Barbara Anderson, Lynn Tiemann, Patricia Sorsby

AEA 11: Laura Gillon, Anne Lohmeier, Sarah Moore, Clarcie Thornburg

AEA 12: Karen Thompson, Mary Lynn Nettleton, Becky Baas

AEA 13: Carol McMahon

Des Moines Public Schools: Laura Agoes, Mary Holzworth, Anna Wittmuss,
Dept of Education, Speech-Language Services Consultant: Frank Forcucci

IOWA SPEECH-LANGUAGE SERVICE DELIVERY MODEL TRAINING

Iowa SLPs have been using a variety of Service Delivery Options to provide the most effective and efficient instruction for entitled Speech and Language students for the past 10 years. The concept of providing service to students using a variety of options, providers and settings is not new. Research indicates that utilization of a variety of service delivery options supports student progress. (Blosser, J. 2002)

When a student is entitled for Speech and Language services, decisions are made in regard to the least restrictive environment, with consideration given to the unique combination of providers, instruction and environment needed to meet the specific needs of each individual.

As we consider each of the SDOs, we ask the following 4 questions based on the information gathered from our teaching oriented evaluation system:

- 1) What needs to be taught with consideration given to the student's current level of performance and stage of learning?
- 2) How should the skill be taught?
- 3) Who will be the best person/people to teach the skill?
- 4) Where will the instruction take place?

It is important to remember, that an entitled student will probably be assigned more than 1 SDO per goal. It is expected that as changes are made in the student's skill development/performance, that changes will also be made in SDOs to reflect transfer and generalization of skills.

This video is a demonstration of the many different ways that the Iowa Service Delivery Options model can be used with students from ages 0 –21 years. These video clips will highlight differentiated instructional models, student learning styles, individualized educational plans, shared providers and alternative environments. The video clips will be focusing on SDO 2: Integrated, SDO 3: Co-Teach, and SDO 4: Consultative.

In order to include all service delivery options in this training some submitted goal pages were modified. Keep in mind that this training does not deal with goal writing. The focus of this training is the use of SDO's 2, 3 and 4.

**Iowa Service Delivery Model-Revised, 2004
Service Delivery Options (SDOs)**

Intervention Plan	SDO 1 Skill building	SDO 2 Integrated	SDO 3 Co-teaching	SDO 4 Consultative	SDO 5 45 Day Trial-Out (Monitor only)
Provider: <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher • Parent • LEA staff • SL Assistant (supervised by SLP) • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP (primary provider) • SL Assistant (supervised by SLP) 	Provider: <ul style="list-style-type: none"> • SLP (primary provider) • Special ed teacher • Regular ed teacher • Parent • Paraprofessional • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher 	Provider: <ul style="list-style-type: none"> • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP (monitoring role)
Instruction: <ul style="list-style-type: none"> • Written intervention plan completed • Specific intervention selected, monitored, and evaluated to determine student needs • Used as pre-referral, prevention, modeling for staff/provider training, strategy training, modification of the educational environment, or short term delivery of skill building, integrated, or consultative model 	Instruction: <ul style="list-style-type: none"> • Implement intervention: Teach skill • Provide drill • Prompt • Cue • Elicit • Model • Reinforce • Modify • Accommodate • Teach self-regulation • Individual or group instruction provided 	Instruction: <ul style="list-style-type: none"> • Enhance carryover/generalization of communication skill from skill building level • Functional integration of established communication skill within the classroom, home, or community • Inform teachers of expectations to use communication skill • Implement modification or accommodation as needed to maintain skill in classroom, home, or community 	Instruction: <ul style="list-style-type: none"> • Preplanned lessons by SLP/regular/special education teacher • Integration of target communication skills for group lesson • Alternate turns being lead instructor • Rotate between small or large groups 	Instruction: <ul style="list-style-type: none"> • Regularly scheduled contact/monitoring • Goals /objectives/ milestones written by SLP • Brief demonstration teaching and materials provided by SLP • Monitoring of progress for goals/objectives by the service provider or SLP • Continuous evaluation of successful or unsuccessful intervention 	Activity: <ul style="list-style-type: none"> • Regularly scheduled contact/monitoring • Goals /objectives written by SLP • Monitoring of progress for goals/objectives by the SLP • Evaluation of successful use of communication skills • Dismissal or change in service model is considered upon completion of specified time period
Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Classroom 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community

Definitions

Intervention Plan-*An intervention is selected, monitored and evaluated to determine if the student can learn the target skill with structured assistance, needs structured assistance to successfully maintain the skill, or fails without the structured assistance in the classroom, home, or community*

Skill building-*Skill building is used for students learning a new skill, needing more intensive instruction, requiring drill and practice, and shaping through progressive approximation by a professionally trained SLP*

Integrated-*A communication skill has been trained but needs to be integrated and generalized to functional settings of the classroom, home, or community*

Co-teaching-*Skill building and generalization is taught to the student as a combined effort between the SLP and the regular/special education teacher*

Consultative-*Skill building occurs but a different provider other than the SLP guides the meaningful change and development of target communication skills*

45 Day Trial-Out (Monitor only)-*The communication skill has been trained and maintenance of the skill is routinely evaluated without intervention from any provider (SLP, teacher, parent, etc.)*

***** Ongoing consultation and collaboration occurs between the SLP, teacher, parents and other providers at each SDO.**

SDOs	SDO 1 SDO 2 SDO 3	SDO 2 SDO 3 SDO 4	SDO 5
Instructional	Skill Builder Acquisition Level	Fluency Building	Proficiency/Fluency Instruction
Student Characteristics	The student is at the acquisition (skill building) level of instruction. The student demonstrates inconsistent performance with a low frequency of correct answers. The student needs much direct teaching. Typically, short frequent sessions are best.	The student demonstrates more consistent performance. Student needs extensive practice. Less direct instruction is required. The student demonstrates a midlevel frequency of correct performance.	The student demonstrates very consistent and correct performances. The goal or aim has been achieved.

SPECIAL NOTE

As you watch the accompanying video please follow along with the corresponding paperwork in this manual. In order to include all service delivery options in this training some submitted goal pages were modified. Keep in mind that this training does not deal with the goal writing process.

The focus of this training is the use of SDO's 2, 3 and 4 and what these service delivery options look like in practice.

SDO 2
INTEGRATED EXAMPLES

SDO 2: INTEGRATED

Introduction:

In the integrated model, the student is in the fluency stage or generalization (transfer) stage of learning. The student displays (75-80%) accuracy, needs to build fluency, needs multiple practice opportunities across multiple environments, needs less instruction on the target skill, concept or strategy. In this instructional phase, the student is working towards independent use of the target skill.

SDO 2: Integrated is defined as: A communication skill has been trained but needs to be integrated and generalized to functional settings of the general education classroom, home or community. Providers may include the SLP, special and or regular education teacher, parents and others who have a significant impact on the child's daily communication.

When considering an integrated model of service delivery the SLP considers several factors:

- Is the student demonstrating the skill at a level of 75-80% accuracy in at least one setting with the focus being on building fluency and generalization?**
- Have the SLP and teacher collaborated and agreed upon an appropriate curricular area for integration of the skill?**
- Have decisions been made regarding who will provide the instruction to achieve desired fluency levels? Instruction would encourage drill and independent practice of the targeted skills.**
- Who will collect and analyze the data?**

Questions that are worth thinking through when deciding if an SDO 2 is the best service delivery option for student might include:

- *What skill needs to be generalized?**
- *How is the best way to teach/generalize the skill into a new setting?**
- *Who is the best person/people to facilitate generalization of the skill?**
- *Where is the best setting to begin generalization?**

When transferring skills to other environments, these questions should be answered:

- 1) Is the content of the curriculum in the general education classroom appropriate for the target student? (Current level of functioning)**
- 2) How much and what type of modifications/accommodation and support will the student require to successfully transition skills to a new environment?**
- 3) What role will the SLP play in the transition/generalization process?**
- 4) Would other students possibly benefit from modifications in the curriculum or instruction?**

In the next segment of video you will see a variety of examples of an SDO 2:

Speech –Language Service Delivery Model Training

Video Sample # 1

SDO(s): 1,2 Skill building and Integration

Introduction:

The purpose of this video is to demonstrate that when using an SDO 1 in skill building with a group of preschoolers. The SLP is preparing for transition of skills to an SDO 2 by asking parents to attend every speech session. SDO 2 focuses on integration or generalization of skills to other providers and environments. When parents are present to observe and participate in weekly sessions, they are able to cue, prompt and take data as they provide additional skill building practice for the students throughout the week.

Instruction:

In this clip the SLP is working with 3 preschool students who have multiple articulation errors. Each student is working on a different sound. The SLP begins each session by collecting homework and praising students and parents for the home practice. Notice that the children each have a speech folder with necessary practice materials in the folder. Parents are expected to practice skills with their child as well as take data. As the SLP is working with the students, notice how each child is focusing on a specific target sound, and yet they practice each others sounds too. Parents are expected to participate in the session and provide cues, prompts and praise for each student's success.

Environment: Speech Room

Comments:

See attached IEPs for Caleb, Adam, and Mikey

Goal #: 1 Goal Area: Articulation (Communication)

Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Adam completed an articulation intervention plan focusing on correct imitation of f, w, d, and l sounds in the initial position of words. He is currently able to imitate target sounds in the initial position of words with 50 % accuracy when given a visual and verbal prompt. When targeting w, s, sh, f and l Adam is able to imitate initial position words with a visual verbal model with 33% accuracy and spontaneously with 20% accuracy.

Baseline (Describe individual's current performance in measurable terms): Adam uses the w, s, sh, f and l Adam is able to imitate initial position words with a visual verbal model with 33% accuracy and spontaneously with 20%.

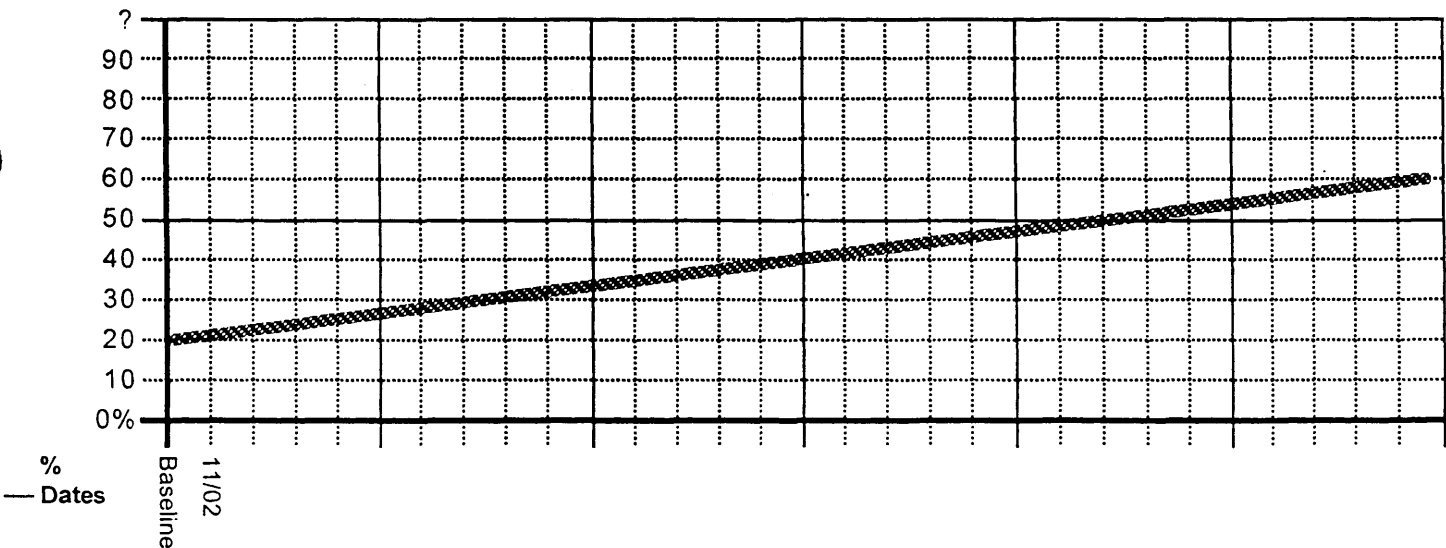
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): Given word probes and opportunities for practice with target sounds (w,d,s,sh,f and l) Adam will use target sounds in the initial position of words spontaneously with 60% accuracy over 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly word probes will be administered, charted and analyzed by the SLP. The 4point decision making rule will be used to determine if changes in the plan need to be made.

State the district standard and benchmark related to this goal: No standards exist for preschoolers in this district, but kindergarten standards state that students must express ideas clearly.

Position(s) responsible for services: SLP, parents

- Major milestones:** 1. SDO 1: 30% correct use of target sounds 11/02 3. SDO 1: 50% correct use of target sounds 5/03
 2. SDO 1: 40% correct use of target sounds 2/03 4. SDO 1: 60% correct use of target sounds 11/03



Progress Report														
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).														
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: SDO 1: Initially Adam will receive speech services in the speech room with the SLP doing initial skillbuilding and the parents observing sessions. SDO 2: Once Adam demonstrates skill accuracy at 50% with a cue or prompt, services will transfer to weekly practice sessions at home	Provider(s): SLP, Parents, Preschool teacher Time & frequency/when provided: 120 mins/mos.	x General education x Special education Community
Accommodations: As Adam is learning correct placement of sounds the SLP, parents and preschool teacher will provide correct models, cues, and prompts when needed to facilitate correct production of sounds in a variety of settings and speaking situations. Cues and prompts will be faded	Provider(s): SLP, Parents, Preschool teacher Time & frequency/when provided: As needed	X General education X Special education Community
Supports for School Personnel: The SLP will consult by phone and or demonstrate strategies with preschool teacher 1X monthly.	Provider(s): SLP, Preschool Teacher Time & frequency/when provided: 1X montly when new skills are emerging	X General education Special education Community

Total time removed from general education: 0%

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Caleb has worked hard to improve his overall speaking intelligibility. He has successfully completed his goal of using targeted speech sounds in sentences with a general cue with 60% accuracy. Caleb's speech program will continue to focus on individual sound placement and production. He is currently able to use target speech sounds (k,g,sh, ch, l and s blends with 70% accuracy at the sentence level with a general cue. All target sounds in conversational speech patterns are used spontaneously with 30% accuracy.

Baseline (Describe individual's current performance in measurable terms): Uses target sounds (k,g,sh,ch, l and s blends) in conversation with 30% accuracy.

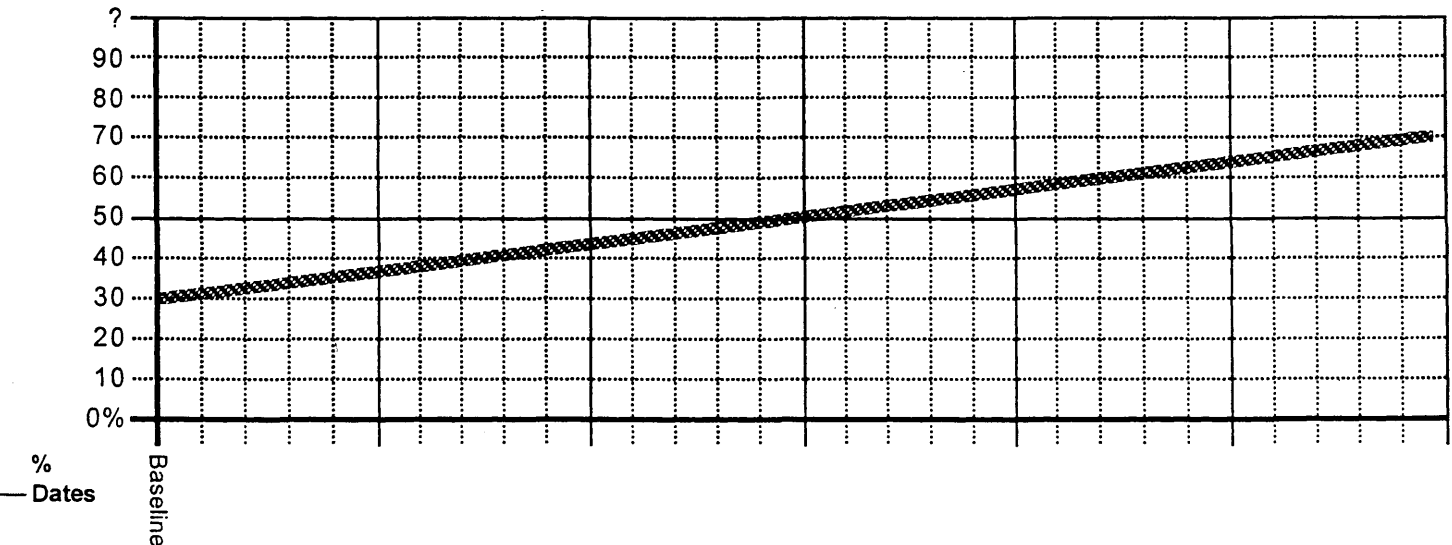
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): Given speaking opportunities and a 1 minute conversation probe, Caleb will spontaneously use target sounds (k,g,sh, ch, l and s blends) with 70% accuracy over 4 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly conversation probes will be administered, analyzed and charted. If 3 consecutive data points fall below the goal line, a change in plan will be considered.

State the district standard and benchmark related to this goal: Caleb is a preschooler and no district standards are available. Developmental norms from ASHA indicate that 5 year olds should be able to express their ideas clearly using correct sound production 90-100% of the time.

Position(s) responsible for services: SLP, Parents, Preschool

Major milestones: 1. SDO 1: 40% accuracy gen. cue 4/04 3. SDO 2: 60% accuracy gen. cue 11/04
2. SDO 1: 50% accuracy 9/04 4. SDO 2: 70% accuracy gen. cue 2/05



Progress Report																	
1 = This goal has been met.																	
2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.																	
3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.																	
4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.																	
5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).																	
_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5
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_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Caleb will receive Speech and Language Services. He will begin at the skillbuilding level (SDO 1) and then work toward integration of skills to the preschool/kindergarten classroom and home settings. (SDO 2.)	Provider(s): SLP, teacher, parent Time & frequency/when provided: 120 mins/mos.	X General education X Special education Community
Accommodations: Parents and teachers will use "teachable moments" to prompt and cue Caleb to use correct sounds during conversation and story times.	Provider(s): Teacher, parents Time & frequency/when provided: When opportunities arise	X General education Special education Community
Supports for School Personnel: The SLP will consult with the PS/kindergarten teachers at least 1X monthly to monitor progress and model new strategies to facilitate transfer and generalization of correct sounds to new settings.	Provider(s): SLP, PS/kindergarten teachers Time & frequency/when provided: 1 x monthly 30 minutes	X General education Special education Community
Total time removed from general education: 120 m/m		

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Mikey has successfully completed his speech intervention plan focusing on improved speech intelligibility. He currently speaks at a slower rate and is willing to imitate adult models of correct sound productions. Typical 3 year olds are able to be understood 75% of the time by all listeners. Mikey can be understood 60% of the observed opportunities. Given a mixed sound probe at the word level, Evan scores 0% accuracy for targeted (f,p,m,s,t,d) speech sounds.

Baseline (Describe individual's current performance in measurable terms): 0% on mixed sound probe of target initial sounds (f,p,s,m,t,d). Can imitate all target sounds in isolation.

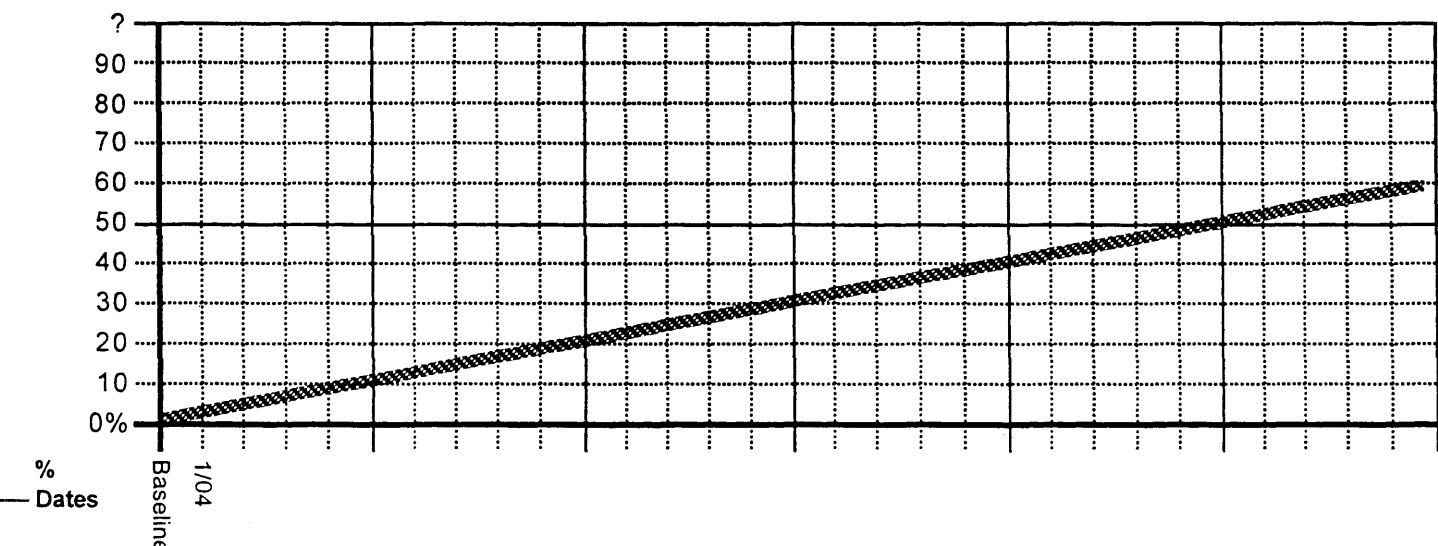
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): Given a mixed initial sound word probe (f,p,s,m,d,t,) Mikey will produce the sound in words with a general cue with 60% accuracy over 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Bi-monthly word probes will be collected, analyzed, and charted by the SLP.

State the district standard and benchmark related to this goal: SE Polk does not have any preschool standards. However, developmental milestones indicate that 3 year olds should be able to express their ideas in short sentences and be easily understood 75% of the time.

Position(s) responsible for services: SLP, Parents, Daycare Provider

- Major milestones:**
- 1. SDO 1: sounds in words gen.cue 18%
 - 2. SDO 1: sounds in words gen.cue 31%
 - 3. SDO 1: sounds in words gen.cue 48%
 - 4. SDO 2: sounds in words gen.cue 60%



Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
<p>Support or Related Services: Mikey will receive direct speech and language services. He will begin at the skillbuilding level (SDO1) while he is learning correct placement of sounds and progress to the integrated level of service (SDO2) once he is able to produce the targeted sounds at the word level with 60%</p>	<p>Provider(s): SLP, parent, daycare provider</p> <p>Time & frequency/when provided: 120 minutes/month</p>	<p>X General education X Special education Community</p>
<p>Accommodations: The SLP will provide weekly lesson plans and books for parents/daycare providers for Mikey's home practice. Parents will be asked to observe each session so the SLP can model speech cues, prompts as well as explain weekly lesson plans for home practice.</p>	<p>Provider(s): SLP, parents</p> <p>Time & frequency/when provided: Weekly speech sessions</p>	<p>General education x Special education Community</p>

Total time removed from general education: 0

Speech –Language Service Delivery Model Training

Video Sample # 2

SDO(s): 2 Integrated

Introduction:

Gabby has been receiving individual skill building with the SLP. Data in the speech room indicates that Gabby is able to increase her sentence length with a general prompt. In the video you will see that the SLP is modeling a story for the classroom teacher, and will demonstrate how to provide Gabby with a general cue to expand her sentence length. William is a multiple articulation error intervention plan student.

Instruction: Story Retell Lesson for a Headstart Preschool Classroom

The goal of the lesson is to model key vocabulary and cues and prompts to increase Gabby's ability to expand her sentence length when retelling stories. The SLP is also cueing an intervention plan student William, who has multiple articulation errors and models verbal prompts for the teacher.

Environment: Head Start Preschool Classroom

Comments:

See: IEP Gabby

Goal #: 1 Goal Area: _____ Goal Code: _____

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Gabby is an interactive 4 year old who is easily understood at preschool. her language skills, however are weak compared to peers. Her teacher reports that Gabby uses incorrect pronouns and verbs. she has difficulty answering questions about stories. Gabby's sentences are shorter and less complex than expected for 4 year olds. Most 4-5 year olds are able to answer basic questions and use a variety of grammatically correct sentences. An average statement length (in C-units) for 4 year olds is 6.8 words and 7 words for 5 year olds.

Baseline (Describe individual's current performance in measurable terms): Gabby uses an average of 4.6 words per C-unit when using pictures to retell a classroom story.

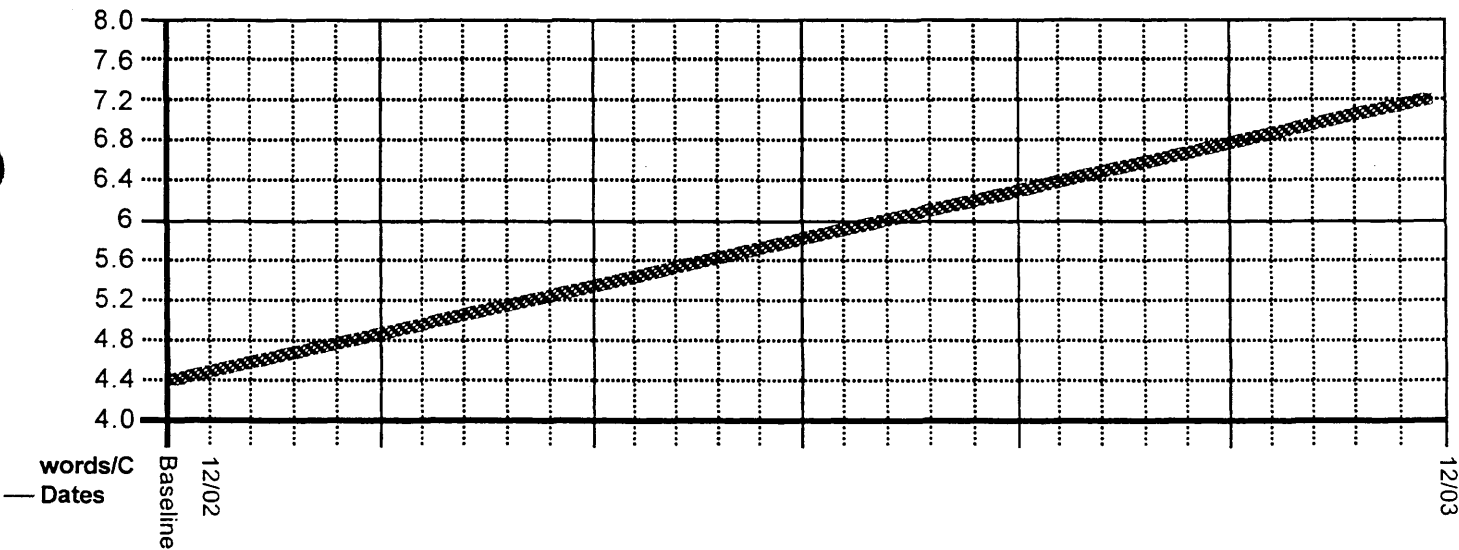
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): In 36 weeks, following oral narrative story lessons, Gabby will use an average of 7 words per C-Unit on 3 consecutive story retelling tasks.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): The SLP will collect, analyze, and chart story retelling data (average C-units) 2x monthly.

State the district standard and benchmark related to this goal: The district standard for kindergarten students is that they will express their ideas clearly.

Position(s) responsible for services: SLP, Teacher, parents

- Major milestones:** 1. SDO 1: average 5.2 words/c-unit 3/03 3. SDO 2: Average 6.4 words/c-unit 10/03
 2. SDO 1: average 5.8 words/c-unit 5/03 4. SDO 2: average 7 words /c-unit 12/03



Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Gabby will receive speech and language services. She will begin at the skillbuilding level (SDO1) to learn to expand sentences using appropriate sentence structure skills. Once Gabby is able to expand her sentence length with a general prompt, skills will be transferred.	Provider(s): SLP, teacher, parent Time & frequency/when provided: 120 mins/mos.	X General education X Special education Community
Accommodations: The SLP will model visual and verbal cues and prompts for Gabby's parents and teachers. Cues and prompts will be gradually reduced.	Provider(s): SLP Time & frequency/when provided: During oral narrative story time	X General education Special education Community
Support or related services: The SLP will meet monthly with the classroom teacher to discuss Gabby's progress and to model cues and prompts. Once Gabby is ready to transfer learned skills to the preschool classroom, the SLP and teacher will meet weekly to plan lessons and monitor progress.	Provider(s): SLP, Teacher Time & frequency/when provided: Monthly and or more frequently when needed.	X General education Special education Community
Total time removed from general education:		120 m/m

Speech –Language Service Delivery Model Training

Video Sample # 3

SDO 2 : Integrated

Introduction:

Bradley has been receiving individual skill building with the SLP and she is ready for him to transfer skills to other environments. Data taken during speech sessions indicates that Bradley is able to use his targeted sounds in the speech setting with 75% accuracy with the general prompt: “Use good speech.”

Instruction: Phonology practice in an At- Risk Preschool Classroom

The SLP is modeling correct production of the SN cluster in phrases and sentences. Watch as she models the cues and prompts necessary for Bradley and the other children in the group. Bradley’s teacher, the para - professional and his mom are observing the session.

The goal of the lesson is to model correct sound production and provide the students with many opportunities for practice with corrective feedback only when needed. Homework is sent home weekly and parents are asked to take data on % correct responses. When skills are integrated, students should be at 75-80% accuracy, so that the student is fairly independent and the goal focuses on transferring skills to expanded utterances beyond the word level. General cues and prompts can be used in the initial transfer or generalization of cues but should be faded when no longer needed.

The SLP will schedule sessions periodically at the preschool. The focus of these sessions will be to:

- 1) consult with the preschool teachers regarding student progress
- 2) collect and analyze data taken by the teacher and parents
- 3) model new skills which will facilitate an increase in the number of classroom routines that Bradley is expected to independently use his targeted speech sounds

Environment: At Risk Preschool Classroom

Comments:

See: IEP for Bradley

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Bradley has successfully completed a 9 week speech intelligibility intervention. He is currently able to slow down his speech so that most listeners can understand him with minimal requests for clarification and is understood at least 50% of the time. He continues to display a moderate articulation delay characterized by multiple sound errors. He is currently able to imitate correct productions of 50% of the error sounds in isolation. Age level peers are understood 75% if the time in conversation.

Baseline (Describe individual's current performance in measurable terms): 0% correct production of initial sounds in words for the k,g,s,z, and l sounds.

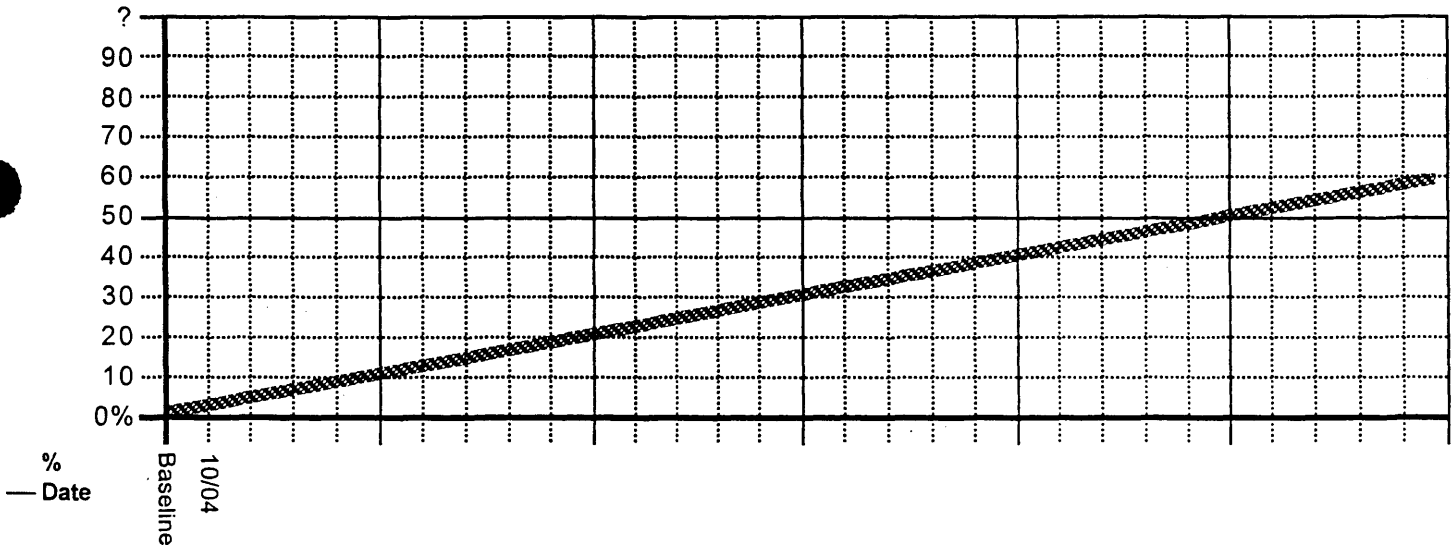
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): In 36 weeks, Bradley will produce initial sounds (k,g,s,z,l) at the initial position in words with 60% accuracy over 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly word probes will be administered, charted and analyzed by the SLP.

State the district standard and benchmark related to this goal: Preschool developmental standards for 3 year olds indicate that they will speak clearly enough to be understood in short sentences 75% of the time by all listeners.

Position(s) responsible for services: SLP, parents

- Major milestones:**
- | | | | |
|-----------------------|------|-----------------------|-------|
| 1. SDO1: 15% correct | 1/04 | 3. SDO 1: 45% correct | 8/04 |
| 2. SDO 1: 30% correct | 4/04 | 4. SDO 2: 60% correct | 10/04 |



Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | <input type="checkbox"/> Y <input type="checkbox"/> N Other _____ | |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Bradley will receive speech and language services. He will begin at the skillbuilding level (SDO1) and then work toward integration of skills to the home setting. (SDO2)	Provider(s): SLP and parents Time & frequency/when provided: 120 minutes/month	X General education X Special education Community
Accommodations: Parents will use teachable moments to prompt and cue Bradley in the correct production of targeted sounds during story and conversation times. SLP will model cues and prompts during speech sessions and provide parents will weekly home practice materials.	Provider(s): SLP/Parents Time & frequency/when provided: When opportunities arise	X General education Special education Community

Total time removed from general education: 0%

Speech –Language Service Delivery Model Training

Video Sample # 4

SDO 2: Integrated

Introduction:

Tyler has been receiving skill building with the SLP and she is ready for him to transfer skills to other environments. Data taken during speech sessions indicates that Tyler is able to increase his sentence length with a general prompt: "Tell me in a sentence."

Instruction: Literacy Lesson in a General Education Preschool Classroom

The SLP is modeling a literacy- based activity using the preschool teacher's curriculum. Watch as she models the cues and prompts necessary for Tyler to be able to expand his sentences during structured language activities in the preschool classroom. Tyler's teacher is observing the session.

The goal of the lesson is to model sentence expansion cues and prompts and to emphasize the key vocabulary concepts of over and under. The SLP will schedule Tyler's speech sessions 1X monthly at the preschool. The focus of these sessions will be to:

- 1) consult with the preschool teachers regarding Tyler's progress
- 2) collect and analyze data taken by the teacher and parents
- 3) model new skills which will facilitate an increase in the number of classroom routines Tyler is expected to independently use his expanded sentences

Environment: General Education Preschool Classroom

Comments:

See: IEP for Tyler

Goal #: 1 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Tyler is able to formulate age appropriate sentences for only 60% of his utterances. His connected speech patterns consist of 3-4 word phrases missing many critical sentence components which allow the listener to understand his messages. Tyler's retell of personal experiences and stories are characterized by short, non sequential phrases.

Baseline (Describe individual's current performance in measurable terms): 40% of the sentences in Tyler's retell of stories and experiences are incomplete thoughts/sentences.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given opportunities to share personal experiences and retell stories, Tyler will use complete and sequential sentences for 80% of his utterances over 4 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): The SLP will collect data 2x monthly on retell probes of personal experiences and story retells. Data will be analyzed bi-monthly and changes considered in the program if 2 or more data points fall below the goal line.

State the district standard and benchmark related to this goal: Expresses ideas clearly.

Position(s) responsible for services: SLP, teacher, parent

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: shares personal narratives with 65% of his ideas expressed in complete sentences. 3/03	
SDO 1: shares personal narratives with 70% of his ideas expressed in complete sentences. 5/03	
SDO 1: shares personal narratives/ retells stories with 75% of his ideas expressed in complete sentences. 10/03	
SDO 1: shares personal narratives/retells stories with 80% of his ideas expressed in complete sentences. 1/04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations Y N Linkages/interagency responsibilities Y N Supplementary aids and services
 Y N Assistive technology Y N Program modifications Y N Supports for school personnel
 Y N Community experiences Y N Specially designed instruction Y N Support or related services
 Y N Development of work and other post-high school living objectives Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support Services: Tyler will be scheduled for speech and language services. Initially, Jacobe will begub with skillbuilding (SDO 1) and then work toward integration of skills into the classroom (SDO 2).	Provider(s): SLP, Teachers, Parent Time & frequency/when provided: 160 mins./mos.	X General education X Special education Community
Accomodations: Tyler's teacher will use "Before, During, and After" strategies when teaching story retell skills in the classroom. The SLP/associate/volunteer will preteach new vocabulary and set the comprehension base prior to stories being introduced. Tyler will be paired with a peer	Provider(s): SLP, Teachers Time & frequency/when provided: Prior to new stories being introduced	X General education X Special education Community
Modifications: Tyler will have multiple opportunities to practice retell activities, key story components will be modified and gradually increased as Tyler's skills improve.	Provider(s): SLP, Teachers Time & frequency/when provided: Weekly 2-3X	X General education X Special education Community
Supplementary Aids: Story rings and story maps will be provided to help Jacobe focus on key concepts/ideas.	Provider(s): SLP, Teacher Time & frequency/when provided: Story retell time	X General education X Special education Community
Supports for school personnel: Weekly collaboration/planning between the SLP and Teacher to share strategies, modify curriculum and help Jacobe generalize skills to the classroom.	Provider(s): SLP, Teacher Time & frequency/when provided: 1X week	X General education X Special education Community

Total time removed from general education: 120 m/m

Speech –Language Service Delivery Model Training

Video Sample # 5

SDO: 2 Integrated

Introduction:

The Kindergarten Classroom teacher is doing the lead teach with a focus on sound symbol association /phonemic awareness/literacy skills. Students have been separated into two groups. The SLP is working with one group of children with 2 of his entitled phonological students in his group. The teach and monitor method allows the classroom teacher to be responsible for the lesson preparation and whole group instruction while sharing the responsibility of practice and corrective feedback with the SLP. The SLP is in the classroom once a week for 30 minutes. They spend 5 minutes weekly planning lessons and making decisions about practice activities.

Instruction:

The Phonemic Awareness lesson targets correct production of the l, h, z, w, t sounds, correct formation of the letters and generation of words that begin with target sounds/letters.

Target SLP students are working on transferring correct sound production to the classroom. The cooperative effort between the SLP and Classroom teacher allows them to share responsibility for speech/curriculum goals, cues/prompts and provide all students with more opportunities for practice with guided feedback.

Environment: Kindergarten General Education Classroom

Comments:

See: IEP's for: Tommy and Laura

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Tommy has successfully completed a 12 week speech intervention plan. His plan targeted improved speech intelligibility. Tommy is currently able to be understood by unfamiliar listeners 65% of the time. Current speech assessment indicates that he is able to correctly imitate many of his error sounds correctly in isolation with a visual and verbal cue.

Baseline (Describe individual's current performance in measurable terms): Spontaneously uses 0% of target sounds in initial position of words.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given a mixed sound word probe, Tommy will spontaneously produce target sounds (sh, ch, l, s, z, k, and g) in the initial position of words with 50% accuracy over 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): The SLP will administer, chart, and analyze weekly 1 minute word probes.

State the district standard and benchmark related to this goal: SE Polk kindergarten standards state that students will express their ideas clearly.

Position(s) responsible for services: SLP, teacher, parents

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: uses targeted sounds in words correctly w/ 13% accuracy 4/04	
SDO 1: uses targeted sounds correctly in words w/26% accuracy 9/04	
SDO 1: uses targeted sounds in words correctly w/ 38% accuracy 12/04	
SDO 1: uses targeted sounds correctly in words w/ 50% accuracy 2/05	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or related services: Tommy will receive direct speech and language services. He will begin with skillbuilding (SDO 1) to learn correct placement of target sounds. Once he is able to produce a sound correctly at the word level with 70% accuracy the skill will be integrated into the classroom. (SDO 2)	Provider(s): SLP, teacher, parent Time & frequency/when provided: 160 mins / mos.	X General education X Special education Community
Accommodations: The SLP will model cues and prompts for the parents and teachers.	Provider(s): SLP Time & frequency/when provided: 1X month	X General education Special education Community
Supports for School Personnell: SLP will meet 1X monthly with the teacher to model new skills, strategies and determine skills ready for integration into the classroom environment/ curriculum.	Provider(s): SLP, teacher Time & frequency/when provided: 1 X month	X General education Special education Community

Total time removed from general education: 160 m/m

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Laura has successfully completed a speech intervention in which she was able to improve her intelligibility from 40 to 70% for the familiar listener when cued to slow down. She is able to imitate many of her speech error sounds and is ready for sound placement instruction. 5 year old kindergarten peers are intelligible 90% of the time with minimal speech production errors.

Baseline (Describe individual's current performance in measurable terms): 0% accuracy at the word level for target speech sounds (K, g, s, z, d, sh)

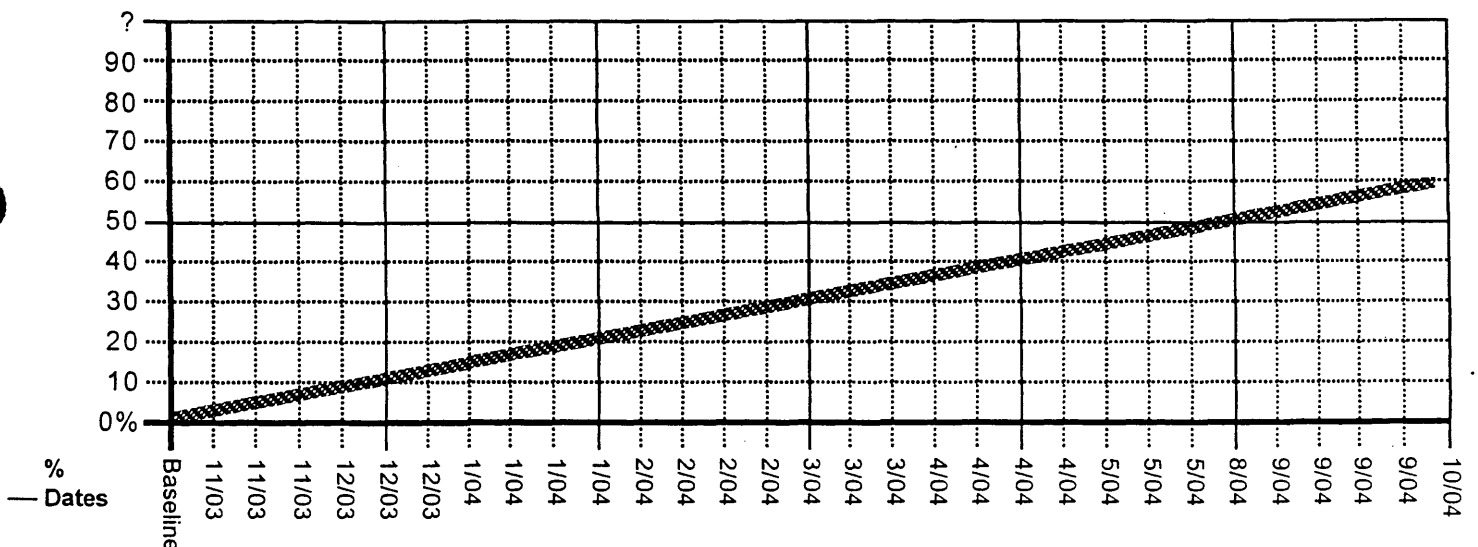
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): Given target lists of words, Laura will use targeted speech sounds correctly in sentences with 60% accuracy in 3 out of 4 data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Bi monthly probes will be administered, scored, charted and analyzed by the SLP.

State the district standard and benchmark related to this goal: Kindergarten standards for the SE Polk school district state that students will express their ideas clearly.

Position(s) responsible for services: SLP, teacher, parents

- Major milestones:**
- | | | | |
|--------|------|--------|-------|
| 1. 25% | 1/04 | 3. 55% | 5/04 |
| 2. 40% | 3/04 | 4. 60% | 11/04 |



Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other _____ |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Laura will receive direct speech and language services. Her program will begin with skill building (SDO 1) and then progress to the integrated level. (SDO 2) once she is producing targeted speech sounds with fluency and accuracy.	Provider(s): SLP, teacher, parent Time & frequency/when provided: 160 mins/mos.	X General education X Special education Community
Accommodations: The classroom teacher and parents will provide models, cues and prompts for Laura when needed to assist in transitioning corrected speech sounds to her classroom and home environments.	Provider(s): Teacher/parents Time & frequency/when provided: When opportunities arise	X General education Special education Community
Supports for School Personnel: The SLP will consult with parents and teachers weekly to demonstrate placement cues, models and prompts to enable Laura to transfer skills learned to other speaking environments.	Provider(s): SLP, teacher, parent Time & frequency/when provided: 1 X weekly	X General education Special education Community
Total time removed from general education: 160 m/m		

Speech –Language Service Delivery Model Training

Video Sample # 6

SDO 3: Skillbuilding/Integration

Introduction:

The purpose of this video is to demonstrate that when using the SDO 3 skill building within the Early Childhood Classroom with 2 ECSE preschoolers that the SLP is always preparing for transition/generalization of skills by modeling for other potential providers. In this video clip you will see the SLP skill building in the ECSE classroom and then modeling imitation and expansion with a visual choice board for the ECSE teacher in the classroom. When teachers/associates are present to observe and participate in weekly sessions, they are able to cue, prompt, take data and provide additional skill building practice for the students throughout the week.

Remember that an SDO 3 can be used when a student is in the acquisition, fluency or generalization stage of learning.

Instruction:

In the first clip the SLP is skill building with 2 preschool students who have expressive language goals. Grace is working on increasing her MLU to 3.0 words and David's goal is to increase vocabulary to 100 words and use 2-3 word phrase to express his ideas. In the second clip the SLP is using a visual choice board to model choices and imitation and expansion for the ECSE teacher.

**Environment: Early Childhood Special Education
Classroom**

Comments:

See attached IEPs for David and Grace

Goal #: 1 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

David's skills are 1-1 1/2 years below age level. He has a limited vocabulary of less than 20 words expressively, uses only two, two-word phrases, is unable to point of body parts, name objects or ask questions.

Baseline (Describe individual's current performance in measurable terms): 20 word expressive vocabulary, uses 2 word phrases, follows 0% 2 step directions

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In 36 weeks, David will complete the following objectives with 80% criteria, on 3 separate trials: See: milestones.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly language samples and direction following probes will be administered, scored, analyzed, and charted by the SLP and ECSE teacher.

State the district standard and benchmark related to this goal: Uses increasingly complex and varied spoken vocabulary with increasing sentence length.

Position(s) responsible for services: SLP, ECSE teacher

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 3: Increases expressive vocabulary to 100 words 8/03	
SDO 3: Increases use of 2-3 word phrases to relay information, request, protest 10/03	
SDO 3: Answers yes/no and "WH" questions with 80% accuracy 12/03	
SDO 3: uses a variety of word combinations including N+V+ Adj. and Verb+ing phrases 80% of time 3/04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: David will receive speech and language services in the ECSE classroom. The SLP and ECSE teacher will share skillbuilding responsibilities in teaching David new words and strategies for expanding his sentences. (SDO3). David's parents will observe speech sessions at least 1X	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: 180 minutes/mos.	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to develop a cue and prompt hierarchy that will facilitate David's use of words in a variety of speaking situations.	Provider(s): SLP, ECSE teacher, Time & frequency/when provided: Weekly planning for classroom lessons and routines.	General education X Special education Community
Modifications: Classroom lessons will be modified to meet David's specific needs. The SLP will assist the ECSE teacher in selecting appropriate vocabulary and outcomes for David.	Provider(s): SLP ECSE teacher Time & frequency/when provided:	General education X Special education Community
Supports for school personnel: The SLP and Classroom teacher will meet weekly to plan lessons, adapt and modify curriculum and analyze data.	Provider(s): SLP, ECSE teacher Time & frequency/when provided: 15 mins. weekly	General education X Special education Community

Total time removed from general education: 180 m/m

Goal #: 1 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Current evaluation indicates that Grace is delayed in expressive language skills. On the PLS 4, she scored 72 total language. Children Grace's age can use a variety of word combinations, answer what/where questions, use verb+ing phrases, understand the use of objects understand simple concepts and follow 2 step commands.

Baseline (Describe individual's current performance in measurable terms): MLU=1-2 word utterances, 50% accuracy on "WH" questions

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

By October 2004, Grace will increase her MLU to 3.0 words to indicate wants/needs. She will answer what, where, who, questions with 90% accuracy.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): SLP will administer, score, chart and analyze, Grace's speech samples 2X monthly for average MLU and administer mixed "Wh" question probes.

State the district standard and benchmark related to this goal: Three year olds are expected to use words to communicate their wants and needs.

Position(s) responsible for services:

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 3: MLU 2.0 words "WH" questions 50% accuracy 12/03	
SDO 3: MLU 2.5 words "WH" questions 70% accuracy 3/04	
SDO 3: MLU 2.75words "WH" questions 80% accuracy 5/04	
SDO 3: MLU 3.0 words "WH" questions 90% accuracy 10/04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Grace will receive speech and language services. Grace's speech program will be provided in the ECSE classroom and she will receive skill building as a team effort between the SLP, ECSE teacher and associate. (SDO3).	Provider(s): SLP, teacher, associate, parents Time & frequency/when provided: 180 mins/mos.	X General education X Special education Community
Accommodations: Grace will use a choice board to assist her in making choices and expressing her ideas using specific targeted vocabulary.	Provider(s): SLP, teacher, associate Time & frequency/when provided: During selected curriculum instructional times	General education X Special education Community
Supports for school personnel: The SLP will plan weekly with Grace's ECSE teacher. Curricular lessons will be adapted and modified to meet Grace's individual needs.	Provider(s): SLP, ECSE teacher Time & frequency/when provided: 15 mins. weekly	General education X Special education Community
Modifications: Weekly curricular lessons will be modified to meet Grace's needs. Key vocabulary, graphic/visual organizers and appropriate cue/prompt hierarchies will be used to allow Grace to participate in classroom instruction and daily routines.	Provider(s): SLP, ECSE teacher Time & frequency/when provided: 15 mins/ weekly	General education X Special education Community
Total time removed from general education: 0		

Speech –Language Service Delivery Model Training

Video Sample # 7

SDO(s): 2,3 Integrated, Co-Teach

Integrate skills for Rachel and Trevor

Co-Teach (Teach and Monitor) skills for Sarah

Teach and Monitor: The SLP is doing the lead teach to demonstrate the strategy with 1st grade Social Studies Curriculum, the classroom teacher is monitoring/managing student behavior, participation and attention focus. The SLP is in the classroom once a week for 30 minutes and she and the teacher alternate teaching roles. They spend 15 minutes weekly planning and writing the Robust Vocabulary Lessons together using the 1st grade social studies and science curriculum texts.

Instruction: Robust Vocabulary Lesson for 1st Grade

The goal of the lesson is to model the vocabulary strategy for the teacher using her 1st grade social studies curriculum. This strategy is being taught to Sarah (see IEP goal). Two other Speech IEP students are in this classroom. Trevor is an SDO 2 working on thought organization and oral expression and Rachel is an SDO 2 integrating correct speech sounds (l,s, z, ch, sh) into the classroom environment.

Environment: First Grade General Education Classroom

Comments:

See: IEP's for Sarah, Trevor and Rachel

Robust Vocabulary Lesson for Amelia Earhart is in the Appendix

Goal #: 1 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Within a structured small group setting, Sarah can select targeted vocabulary from picture choices, but needed prompts 50% of the time. Same age peers were able to spontaneously use targeted vocabulary in a story retell with no additional supports.

Baseline (Describe individual's current performance in measurable terms): Expressively uses 0% targeted vocabulary independently. Uses 50% of targeted vocabulary expressively with a visual prompt.

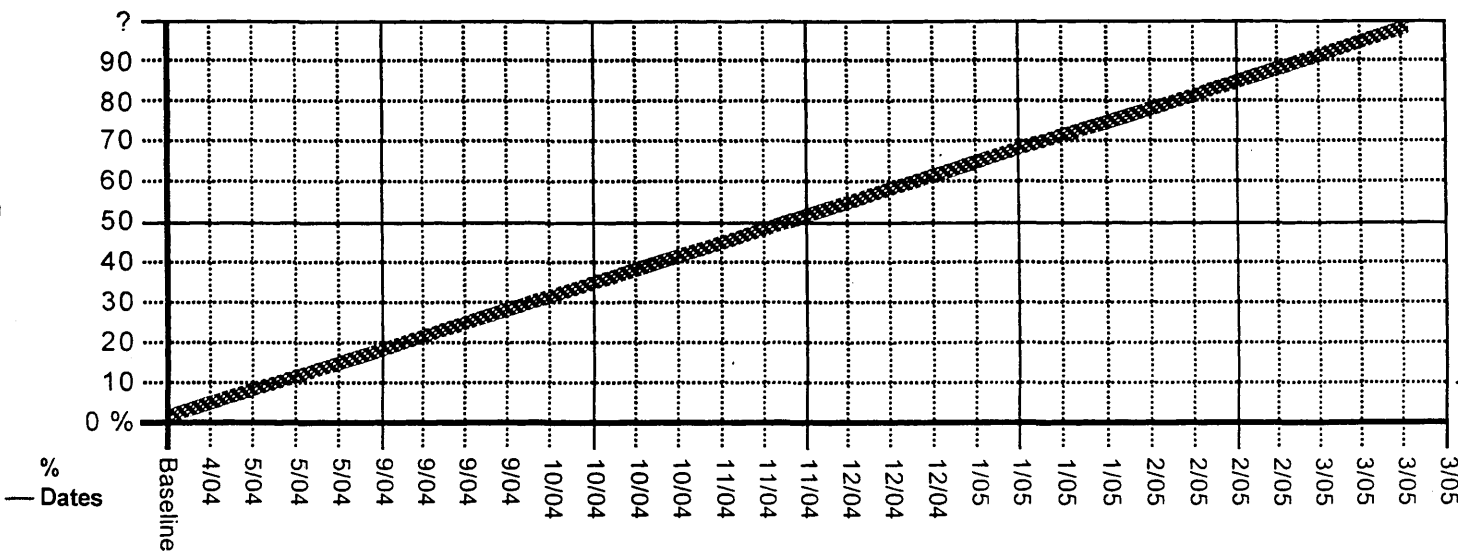
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): In 36 weeks, given grade level content stories, Sarah will demonstrate story comprehension by using all targeted vocabulary (3/3) in a grade level story retell in 3/4 consecutive retells.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): SLP/classroom teacher will collect, chart, and analyze retell samples 2X monthly.

State the district standard and benchmark related to this goal: District first grade standards expect students to speak, listen and write for a variety of purposes. First grade benchmarks expect students to communicate verbally using meaningful vocabulary.

Position(s) responsible for services: SLP, teachers, parents

- Major milestones:** 1. SDO1: choice/ name vocab 25% 3. SDO 4: general prompt 75%
 2. SDO 2: general prompt 50% 4. SDO 4: independently use vocab 100%



Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or related services: Sarah will receive direct speech and language services. Initial skillbuilding will take place in the speech room (SDO1). Once Sarah is able to use targeted vocabulary with a general prompt, skills will be transferred to the classroom. (SDO 2). When Sarah is able to use vocabulary independently with 75% accuracy the SLP will provide consultative support to the teacher (SDO4).	Provider(s): SLP, Teacher, Parent Time & frequency/when provided: During language arts block SLP: 120 mins. mos.	X General education X Special education Community
Accommodations: Initially provide picture cues for targeted vocabulary until student needs prompts less than 25% of the time.	Provider(s): SLP, teacher Time & frequency/when provided: During language arts block.	X General education X Special education Community
Supports for school personnel: SLP will provide training in vocabulary strategies for the classroom and resource teachers and schedule weekly planning sessions to share cues, prompts and curriculum vocabulary.	Provider(s): SLP, teacher, resource Time & frequency/when provided: 15 mins. weekly	X General education Special education Community
Total time removed from general education: 120m/m		

Goal #: 1 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Trevor is able to monitor his rate of speech and slow down his rate when needed. He continues to display multiple articulation errors which affect his speech clarity. He is currently struggling with correct production of: the l, r, s blends and the l, r, th, v, s and z sounds. Trevor can produce all targeted sounds in the structured speech setting at the sentence level with a general cue with an average of 91% accuracy.

Baseline (Describe individual's current performance in measurable terms): Produces target sounds (l,s, z, v,th) sounds at the sentence level with a general cue in the structured speech setting with an average of 91% accuracy. Uses target sounds in a coversational sample with 40% accuracy.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given a 1 minute conversation, Trevor will use target speech sounds in conversation with 70% accuracy in 3/4 opportunities.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): 1 minute bi-weekly conversation probes will be administered scored and charted. Data will be analyzed and if 3 consecutive data points fall below the goal line a change in plan will be considered.

State the district standard and benchmark related to this goal: SE Polk first grade standards expect students to express their ideas clearly.

Position(s) responsible for services: SLP, Parent, Teacher

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: uses target sounds in conversation with 48% accuracy 5/04	
SDO 1: uses target sounds in conversation with 56% accuracy. 10/04	
SDO 2: uses target sounds in conversation with 62% accuracy 1/05	
SDO 2: uses target sounds in conversation with 70% accuracy 4/05	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Goal #: 2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Trevor enjoys volunteering and expressing his ideas in class, but has a very difficult time summarizing his ideas. Classroom observations indicate that Trevor was able to summarize his thoughts in 0/4 opportunities, and become frustrated when the teacher tries to help him get to the point. First grade peers are able to express ideas clearly and to the point in 90% of the observed opportunities.

Baseline (Describe individual's current performance in measurable terms): Summarizes information to the point in 0/4 opportunities

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In 36 weeks, given opportunities to participate in class discussions, Trevor will use summarization strategies to express his ideas clearly and to the point in 3/4 observed opportunities, or 75% of the time, for 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Discussion participation will be observed and charted for summarization skills bimonthly.

State the district standard and benchmark related to this goal: SE Polk first grade standards state that first grade students will express their ideas clearly.

Position(s) responsible for services: SLP, teacher, parents

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: expresses ideas clearly in speech room with general cue with 25% accuracy 5/04	
SDO 1: expresses ideas clearly in speech room with general cue with 50% accuracy 10/04	
SDO 2: expresses ideas clearly in classroom with general cue with 50% accuracy 1/05	
SDO 2: expresses ideas clearly in Classroom with 75% accuracy 4/05	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations Y N Linkages/interagency responsibilities Y N Supplementary aids and services
- Y N Assistive technology Y N Program modifications Y N Supports for school personnel
- Y N Community experiences Y N Specially designed instruction Y N Support or related services
- Y N Development of work and other post-high school living objectives Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
<p>Support or related services: Trevor will receive direct speech and language services. His program will begin at the skill building level (SDO 1) and then progress to the integrated level (SDO 2) once he is producing targeted speech sounds and clear organized thoughts with fluency and accuracy.</p>	<p>Provider(s): SLP, Parent, Teacher</p> <p>Time & frequency/when provided: 160 minutes a month</p>	<p>X General education</p> <p>X Special education</p> <p>Community</p>
<p>Accommodations: The classroom teacher will provide models cues and prompts for Trevor when needed to assist in transitioning corrected speech sounds and thought organization strategies to his classroom environment.</p>	<p>Provider(s): Teacher</p> <p>Time & frequency/when provided: As needed</p>	<p>X General education</p> <p>Special education</p> <p>Community</p>
<p>Supports for School Personnel The SLP will consult with parents and teachers monthly to demonstrate placement cues, models of strategies and prompts to enable Trevor to transfer skills learned to other speaking environments.</p>	<p>Provider(s): SLP, Teacher, Parents</p> <p>Time & frequency/when provided: 1X monthly</p>	<p>X General education</p> <p>Special education</p> <p>Community</p>

Total time removed from general education: 160 mins.

Goal #: 1 Goal Area: Articulation (Communication)

Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Rachel has made tremendous improvement in her articulation skills. She is able to produce most speech sounds correctly in her conversational speech. She continues to display sound errors on the target sounds of: s and z (lateralization) R and R blends and R vowels (or, ar, ir, ear, air, er). Intelligibility in conversation is improving and Rachel needs fewer cues and prompts to slow down her rate and monitor sound productions. Rachel is able to use target sounds at the word level with 60%, sentence level with 45% and conversation with 20%.

Baseline (Describe individual's current performance in measurable terms): Rachel is able to use target sounds at the word level with 60 %, sentence level with 45% and conversation with 20% accuracy.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given speaking opportunities Rachel will use targeted speech sounds (s, z, s blends, R, R blends) in conversation with 70 % accuracy on 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): 1 minute conversation probes will be administered, scored and charted weekly by the SLP.

State the district standard and benchmark related to this goal: SE Polk First grade standards expect students to express their ideas clearly.

Position(s) responsible for services: SLP, Teacher, Parent

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: uses target sounds in conversation with 35% accuracy. 5/04	
SDO 1: uses target sounds in conversation with 45% accuracy. 10/04	
SDO 2: uses target sounds in conversation with 60% accuracy. 12/04	
SDO 2: uses target sounds in conversation with 70% accuracy. 2/05	

Progress Report

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- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations Y N Linkages/interagency responsibilities Y N Supplementary aids and services
- Y N Assistive technology Y N Program modifications Y N Supports for school personnel
- Y N Community experiences Y N Specially designed instruction Y N Support or related services
- Y N Development of work and other post-high school living objectives Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services Rachel will receive speech and language services. She will begin at the skillbuilding level (SDO1) and work toward integration of speech skills into the classroom setting. (SDO 2)	Provider(s): SLP, Teacher, Parent Time & frequency/when provided: 120 minutes a month	X General education X Special education Community
Accommodations Rachel will be called upon to participate in class discussions which will provide her with multiple opportunities to use her targeted speech sounds in the classroom.	Provider(s): Teacher Time & frequency/when provided: Class Discussions	X General education Special education Community
Supports for School Personnel The SLP will model cues and prompting techniques for the teacher and help identify classroom opportunities for practice of speech in the classroom settings.	Provider(s): SLP, Teacher Time & frequency/when provided: 1 X weekly	X General education Special education Community
Total time removed from general education: 120 mins		

SDO 3
CO-TEACH EXAMPLES

SDO 3 Co-Teaching

Introduction:

Co-teaching is a model for the successful collaboration between special education (speech) and general education teachers in order to meet the needs of students with diverse learning abilities in the general education classroom.

When selecting the best SDO, be sure to think about the 4 questions we ask:

- *What skill needs to be taught?
- *How is the best way to teach the skill?
- *Who is the best person/people to teach the skill?
- *Where should the skill be taught?

Questions that are worth thinking through when deciding if an SDO 3 is the best service delivery option for students might include:

- 1) Is the content of the curriculum in the general education classroom appropriate for the target student? (Current level of functioning)
- 2) What types of modifications/accommodation and support will the student require to benefit from the general education curriculum?
- 3) Does the student require direct intervention or instruction that is entirely different from the instruction that other students in the general education classroom receive?
- 4) Is differentiated instruction within the classroom the norm?
- 5) Would other students possibly benefit from modifications in the curriculum or instruction?

Co-teaching Selecting the Best Approach:

Co-teachers can use one of several approaches to present their lessons.

Teach and Monitor:

Both teachers are in the classroom during the instruction, but one teacher takes primary responsibility for presenting the lesson. The teacher in the assistive role helps monitor performance of students and provides additional assistance to those who need it and often adds or clarifies points from time to time. This approach does not require in depth planning. Teachers often alternate roles on a regular basis.

Parallel Teaching:

Both teachers co-plan the lesson, they split the class, and each delivers the lesson to a smaller group at the same time. (The lesson does not have to be presented in the same classroom space.) Parallel teaching usually requires that the teachers are working with the same curriculum materials, same lesson plan, and shared objectives. The topic is the same, but one teacher may teach a more advanced level than the other.

Station Teaching:

This approach occurs when teachers co-plan instructional activities that are presented in stations or learning centers. Each station presents a different aspect of the lesson and allows teachers to work with smaller groups of students. The students rotate through each station.

Team Teaching:

This is often a synonym for co-teaching. Typically it involves assigning a special educator to a grade level team and assumes primary responsibility for all students with special needs at that assigned grade level. The special educator will meet regularly with grade level teams to discuss common issues with team members and will move in and out of the classroom at that grade level as needed.

When an SDO 3 is selected for a student, keep in mind the definition of Co-teaching:

SDO 3: Skill building, and or generalization of a skill is taught to a student as a combined effort between the SLP, regular education teacher, support teacher, special education teacher, or parent. Regularly scheduled co-planning between providers is critical and necessary. Teachers agree to use shared curriculum, materials and objectives.

Speech –Language Service Delivery Model Training

Video Sample # 8

SDO(s) 3 Co-Teach/ Teach and Monitor

Planning : SLP/ECSE Teacher

Planning is scheduled 1x weekly for 15-20 minutes.

Introduction:

Jordan is in an ECSE classroom with an expressive language goal, focusing on expanding her utterances.

In this video clip you will see a lesson focused on the classroom curriculum lesson of Nursery Rhymes: Little Miss Muffet. The SLP is doing the lead teach and the classroom teacher and associate are monitoring behavior, and providing extra cues and prompts when needed. Several of the students have speech IEP goals so the lesson today is focused on the S cluster, the concept “beside” and using a complete sentence to make a request.

Instruction:

The SLP is doing the lead teach using ECSE curriculum. Prior to this portion of the clip, the students have acted out “Little Miss Muffet” each having a turn in each role. The words “spider and beside” are the targeted vocabulary words. In this segment, notice how the SLP moves closely to each student and has a different focus in terms of what level of cueing and response is needed for each child. The teacher assists with cueing and modeling when Jordan has a difficult time with her expanded sentence to request the spider she wants.

**Environment: Early Childhood Special Education
Classroom**

Comments: See attached IEP for Jordan

Goal #: 1 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Jordan made steady progress on his speech intervention plan and is currently able to express his ideas in 3-4 word sentences. His spontaneous expressive language skills lag behind age level peers who are using 5-6 word sentences, many of which are complex. Age level peers are able to share experience stories carrying a plot and Jordan struggles with expressing more than one idea at a time and often needs question prompts to encourage him to share more detailed information.

Baseline (Describe individual's current performance in measurable terms): Jordan's spontaneous speech is characterized by 2-4 word sentences. He is not able to share more than 1 detail of a personal experience without adult prompting.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In 36 weeks, and given a personal experience or story, Jordan will summarize key ideas from the experience or story using age appropriate vocabulary, sentence length and sentence structure with an average of 5-6 words per sentence on 3 out of 4 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Bi-monthly language samples will be recorded, transcribed, charted and analyzed by the SLP 2X monthly.

State the district standard and benchmark related to this goal: SE Polk kindergarten age students are expected to express their ideas clearly.

Position(s) responsible for services: SLP, parents, teacher

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: with a verbal/visual prompt retells story with 4 word sentences	
SDO 1: with a verbal/visual prompt retells story with 5 word sentences	
SDO 2: retells story with 5 word sentences	
SDO 2: retells stories with an average of 5-6 word sentences.	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations Y N Linkages/interagency responsibilities Y N Supplementary aids and services
- Y N Assistive technology Y N Program modifications Y N Supports for school personnel
- Y N Community experiences Y N Specially designed instruction Y N Support or related services
- Y N Development of work and other post-high school living objectives Y N Other _____

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Jordan is entitled for Speech & Language Services. His program will begin with SDO 1: skill building to give him multiple opportunities to practice expressing his ideas in complete thoughts. Once Jordan is able to spontaneously produce expanded sentences skills will be	Provider(s): SLP, Parent, Daycare, Preschool Time & frequency/when provided: 90 MINS. MONTH	X General education X Special education Community
Accommodations: The SLP will model cues and prompts needed to expand Devon's expressive language sentences for Jordan's parents and teachers. Visual cues, such as a story ring will be used when Jordan is learning to retell stories.	Provider(s): SLP, Parents, Teacher Time & frequency/when provided: Prompts and cues when needed then faded	X General education X Special education Community
Supports for School Personnel: SLP will consult with parents and or teachers at least 1X monthly to share progress notes, level of cues and prompt and to model new strategies.	Provider(s): SLP, Parents, Teachers Time & frequency/when provided: 15 mins. mos	X General education Special education Community
Total time removed from general education: 90 m/m		

Speech –Language Service Delivery Model Training

Video Sample # 9

SDO(s): 2 ,3

SDO 2: Integration of skills

SDO 3: Skillbuilding/ Teach & Monitor

Introduction:

The purpose of this video is to demonstrate that when serving a number of students within the same environment, it is necessary to model how to integrate multiple student goals within one lesson. Chris, the SLP has 5 entitled students in this ECSE classroom, each child working on multiple skills. Each student is at a different level of skill acquisition and transfer of skills. The SLP has designed a literacy lesson using classroom curriculum and focuses on incorporating phonemic awareness, targeted new vocabulary, comprehension of “WH” questions and expressive language skills into her lesson. Several of her students are on an SDO 3 while others receive skill building through an SDO 1. This lesson accomplishes the objective of demonstrating transfer of skills as well as models effective instructional strategies for classroom teachers to use in incorporating targeted IEP goals into regular schedules and classroom routines. The SLP is always preparing for transition of skills (SDO 2) by modeling for other potential providers. When teachers are present to observe and participate in weekly sessions, they are able to cue, prompt, take data and provide additional skill building practice for the students throughout the week.

*** Remember that an SDO 3 can be used when a student is in the acquisition, fluency or generalization stage of learning.

Instruction:

In this clip the SLP is modeling the use of a picture schedule, phonemic awareness skill building, and comprehension “before the story” activities. The picture schedule and introduction of a puzzle word are helping to build the students’ comprehension base prior to reading the story DREAM SNOW.

Notice that the ECSE teacher and classroom associate are observing the lesson and serving in the Teach /Monitor role of SDO 3 as the SLP does the lead teach for this lesson.

**Environment: Early Childhood Special Education
Classroom**

Comments:

**See attached IEPs for: Turner, Katelyn, Rachel,
Christian, and Kyle**

Turner

Date: 10/23/2003

Page ___ of ___

Goal #: 2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Turner demonstrates an understanding of few questions, concepts, and words. His verbal utterances are fairly predictable, rote, and repetitive. Most children his age understand and respond to 10/10 question types, 70 concepts from an early childhood checklist, and use long, complex sentences to communicate with others.

Baseline (Describe individual's current performance in measurable terms): Turner responds to less than 25% of questions, demonstrates an understanding of less than 50% of basic concepts, less than 50% of expected vocabulary, and uses sentences to direct, name, describe his actions, and indicate location.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In 36 school weeks, Turner will demonstrate an understanding of 75% of questions, concepts, vocabulary and use sentences to communicate 100% of language functions.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): checklist, anecdotes, logs, &/or observations, at least 2x/weekly

State the district standard and benchmark related to this goal: Turner is working in the area of reading/language arts for the standard: The learner will develop and expand vocabulary with the benchmark: recognizes words and meanings and the standard: the learner will speak effectively for a variety of purposes with the benchmark: uses developmentally appropriate organization and content.

Position(s) responsible for services: classroom staff, SLP, EC Fac

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
Answer questions-what, what doing, where, whose, who how many, why/function, what, when, how long, how	
Concepts-spatial, quantity, quality, time	
Vocabulary-preschool/kindergarten themes	
Language functions-(ex-describe attributes, locations)	
By fall conference-no change, by winter conference-40% of questions, concepts, vocab, lng functions; by spring conference-60% of questions, concepts, vocab, & lng functions; by year-end conf--75% of questions, concepts, vocab, and 100% of lng functions	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Turner will receive speech and language services within the special education classroom. The SLP and ECSE teacher share his communication goal and will use the classroom curriculum to facilitate skill building and generalization of newly learned skills to a variety of	Provider(s): SLP, ECSE Teacher, parents, associate Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to set up a hierarchy of cues/prompts and visual schedules/organizers to increase Turner's ability to express his ideas and meet with success in the classroom and at home. Cues and prompts will be modeled for	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: When needed	X General education X Special education Community
Modifications: The SLP and ECSE teacher will modify and adapt curricular lessons to meet Turner's individual needs for each lesson unit.	Provider(s): SLP, ECSE Teacher Time & frequency/when provided: Weekly	General education X Special education Community
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons, analyze data and make decisions regarding curriculum modifications.	Provider(s): Time & frequency/when provided:	General education Special education Community

Total time removed from general education: 160 m/m

Goal #: 2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Katelyn is very difficult to understand in conversation. She uses short sentences and responds to questions, but is so unintelligible that it is difficult to determine whether or not her responses are accurate. Most children her age are intelligible 80% or more of the time, and use sentences of 4 to 6 words in length, with syntax structures of verbs is/are/am, plurals, possessive markers, ing verbs, past tense (ed) verbs, contractions, and conjunction "and".

Baseline (Describe individual's current performance in measurable terms): Katelyn is intelligible in conversation less than 20% of the time, w/ sentences averaging 2.5 words per utterance, and no use of is/am/are, ing, or past tense (ed) verbs, plurals, possessive markers, contractions, or conjunction.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In 36 school weeks, Katelyn will be intelligible 60% or more of the time during classroom conversation samples w/ peers and adults, for 3 of 4 10-minute observation periods within 2 weeks of data collection.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): logs, anecdotes, language sampling, observation

State the district standard and benchmark related to this goal: Katelyn is working toward the M.C. School District's Standards and Benchmarks in the area of Reading/Language Arts for the Standard: The learner speaks effectively for a variety of purposes and audiences; and the benchmarks: employs developmentally appropriate speaking techniques, participates appropriately in large and small group discussions.

Position(s) responsible for services: Classroom staff, EC Fac, SLP

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
<p>Syntax structures: is/am/are verbs, ing verbs, past tense (ed) verbs, plurals, possessive markers, contractions, conjunction</p> <p>Sentences length: 3-4 words, 5-6 words</p> <p>Intelligibility: 30%, 40%, 50%, 60%</p> <p>By Oct, '03--30% intelligible, 3-4 word sentences w/ correct use of 1/7 syntax target; By Jan.'04-40% intelligible, 3-4 word sentences w/ correct use of 3/7 syntax targets; By March '04-50% intelligible & 5-6 word sentences w/ correct use of 5/7 syntax targets; By May '04-60% intelligible, 5-6 wd. sent. w/ correct use of 7/7 syntax targets</p>	

Progress Report

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- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Katelyn will receive speech and language services within the special education classroom. The SLP and ECSE teacher share his communication goal and will use the classroom curriculum to facilitate skill building and generalization of newly learned skills to a variety of	Provider(s): SLP, ECSE Teacher, parents, associate Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to set up a hierarchy of cues/prompts and visual schedules/organizers to increase Katelyn's ability to express his ideas and meet with success in the classroom and at home. Cues and prompts will be modeled for	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: When needed	X General education X Special education Community
Modifications: The SLP and ECSE teacher will modify and adapt curricular lessons to meet Katelyn's individual needs for each lesson unit.	Provider(s): SLP, ECSE Teacher Time & frequency/when provided: Weekly	General education X Special education Community
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons, analyze data and make decisions regarding curriculum modifications.	Provider(s): Time & frequency/when provided:	General education Special education Community
Total time removed from general education: 160 m/m		

Goal #: 2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Christian uses few words, phrases, and gestures to communicate with others. Most children his age are able to use fairly long, complex sentences (3-5 words in length) to communicate a variety of functions with peers and adults.

Baseline (Describe individual's current performance in measurable terms): Christian uses 1-3 word sentences to communicate 3 of 9 language functions.

Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance)

In 36 school weeks, Christian will use sentences of 3-6 words in length 90% of the time to communicate 9/9 language functions in classroom conversations with adults and peers for 3 of 4 observation periods.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Anecdotal, logs, observation, language sampling on a weekly basis

State the district standard and benchmark related to this goal: Christian is working toward the MCS D Standards and Benchmarks in the area of Reading/Language Arts at the preschool level for the standard: The learner speaks effectively for a variety of purposes and audiences, and the benchmarks: employs developmentally appropriate speaking techniques, participates in large and small group discussions.

Position(s) responsible for services: classroom staff, EC Fac, SLP

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
Sentences of 3-6 words for language functions of: 1. naming (ex- That's a horse.) 2. requesting info/assistance (I need some help.) 3. rejecting (I don't want to.) 4. describing action (He's riding on the bike.) 5. describing function (You sit on it.) 6. describing attributes (I want the yellow one.) 7. indicating possession (That's Mom's purse.) 8. indicating location (Put it on the table.) 9. indicating conjunction (I want the ball and bat.) By Oct. '03-- 3-4 words for 4 functions; by Jan '03-- 3-5 words for 6 functions; by March '04-- 3-5 words for 7 functions; by May, '04-- 3-6 words for 9 functions	

Progress Report

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- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Christian will receive speech and language services within the special education classroom. The SLP and ECSE teacher share his communication goal and will use the classroom curriculum to facilitate skill building and generalization of newly learned skills to a variety of	Provider(s): SLP, ECSE Teacher, parents, associate Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to set up a hierarchy of cues/prompts and visual schedules/organizers to increase Christian's ability to express his ideas and meet with success in the classroom and at home. Cues and prompts will be modeled for	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: When needed	X General education X Special education Community
Modifications: The SLP and ECSE teacher will modify and adapt curricular lessons to meet Christian's individual needs for each lesson unit.	Provider(s): SLP, ECSE Teacher Time & frequency/when provided: Weekly	General education X Special education Community
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons, analyze data and make decisions regarding curriculum modifications.	Provider(s): Time & frequency/when provided:	General education Special education Community

Total time removed from general education: 160 m/m

Name: Rachel

Date: 05/14/2003

Page of

Goal #: 2 Goal Area: (Communication)

Goal Code: F7F

Language

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

According to assessment results from The Rossetti Infant-Toddler Language Scale, Rachel has delays in language comprehension and language expression, with skills ranging from 18-24 months for both areas. She used very short sentences to communicate 5/9 language functions, and was difficult to understand. Most children Rachel's age are 80% or more intelligible and use sentences of 3-5 words in length to communicate 9/9 language functions.

Baseline (Describe individual's current performance in measurable terms): Rachel uses sentences of 1-3 words in length to communicate 5/9 language functions, and is < 60% intelligible when the context is not known to the listener.

Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance)

In 36 school weeks, Rachel will use sentences of 4-6 words in length to communicate 9/9 language functions, and will be intelligible 80% of the time for 3 of 4 10 minute observation periods over a two-week period.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): anecdotal, logs, language sampling, or observation at least two times per week

State the district standard and benchmark related to this goal: Rachel is working toward the MCSD Standards and Benchmarks for preschool children in the area of Reading/Language Arts for the Standard: The learner speaks effectively for a variety of purposes and audiences; and the benchmarks: conveys relevant messages, employs developmentally appropriate speaking techniques, and participates appropriately in large and small group discussions.

Position(s) responsible for services: Classroom staff; EC Facilitator; SLP

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
Language functions: naming (ex- That's a train.), requesting (I need some help.), rejecting (I don't want to.), describing actions (He's picking up toys.), describ. functions (You wash in the sink.), describ. location (The book is on the chair.), describ. attributes (I want the blue paper.), indicating possession (It's Mom's coat.), indicating conjunction (Get the doll and the bottle.). Sentence length: 2-3 words, 3-4 words, 4-5 words, 5-6 words. Intelligibility: 65%, 70%, 75%, 80% By Nov. '03: 6 functions, 2-3 words, 65% intelligible; By Jan. '04: 7 functions, 3-4 words, 70% intelligible; By March '04: 8 functions, 4-5 words, 75% intelligible; By May '04: 9 functions, 5-6 words, 80% intelligible	

Progress Report		
1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).		
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Rachel will receive speech and language services within the special education classroom. The SLP and ECSE teacher share his communication goal and will use the classroom curriculum to facilitate skill building and generalization of newly learned skills to a variety of	Provider(s): SLP, ECSE Teacher, parents, associate Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to set up a hierarchy of cues/prompts and visual schedules/organizers to increase Rachel's ability to express his ideas and meet with success in the classroom and at home. Cues and prompts will be modeled for	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: When needed	X General education X Special education Community
Modifications: The SLP and ECSE teacher will modify and adapt curricular lessons to meet Rachel's individual needs for each lesson unit.	Provider(s): SLP, ECSE Teacher Time & frequency/when provided: Weekly	General education X Special education Community
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons, analyze data and make decisions regarding curriculum modifications.	Provider(s): Time & frequency/when provided:	General education Special education Community
Total time removed from general education: 160 m/m		

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Kyle uses sentences of 2-5 words to communicate with adults and peers, omitting smaller, non-essential words. He generally responds when asked a question, but does not consistently answer the question asked. Most children his age use sentences of 4-5 words in length, with an MLU (mean length of utterance) of 4.4 words, consistently use possessive markers (ex-Mom's), third-person singular (ex- he runs), simple past tense (ex-jumped), present progressive (ex-is/are running), pronouns (ex-I, she, his), and conjunctions (and, because), w/ emerging use of negatives, irregular past tense, and complex sentences, and answer 10-12 question types.

Baseline (Describe individual's current performance in measurable terms): Kyle has an MLU of 2.6 words, w/ errors of more than 60% for 8 syntax structures, and answers 5 of 12 question types.

Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance)

In 36 school weeks, Kyle will have an MLU of 4.4 words with fewer than 20% errors for 8 syntax structures, and answer 12 of 12 question types with 80% accuracy over 3 observations within a two-week time period.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): logs, anecdotes, observation, and/or language sampling two times per week

State the district standard and benchmark related to this goal: Kyle is working toward Mason City School District's standards and benchmarks in the area of Reading/Language Arts for the standard: The learner will speak effectively for a variety of purposes, and the benchmark: uses developmentally appropriate organization and content. He is also working in the same area for the standard: The learner will develop and expand vocabulary, w/ the benchmark: recognizes words and meanings.

Position(s) responsible for services: classroom staff, SLP, EC Fac

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
By Jan, '04--MLU of 3.0, < 50% errors in targeted syntax, respond to 7/12 question types	
By March, '04--MLU of 3.5, <40% errors in syntax, respond to 9/12 question types	
By June, '04--MLU of 4.0, <30% errors in syntax, respond to 10/12 question types	
By Oct. '04--MLU of 4.4, <20% errors in syntax, respond to 12/12 question types	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Kyle will receive speech and language services within the special education classroom. The SLP and ECSE teacher share his communication goal and will use the classroom curriculum to facilitate skill building and generalization of newly learned skills to a variety of	Provider(s): SLP, ECSE Teacher, parents, associate Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: The SLP and ECSE teacher will work together to set up a hierarchy of cues/prompts and visual schedules/organizers to increase Kyle's ability to express his ideas and meet with success in the classroom and at home. Cues and prompts will be modeled for parents	Provider(s): SLP, ECSE teacher, parents Time & frequency/when provided: When needed	X General education X Special education Community
Modifications: The SLP and ECSE teacher will modify and adapt curricular lessons to meet Kyle's individual needs for each lesson unit.	Provider(s): SLP, ECSE Teacher Time & frequency/when provided: Weekly	General education X Special education Community
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons, analyze data and make decisions regarding curriculum modifications.	Provider(s): Time & frequency/when provided:	General education Special education Community

Total time removed from general education: 160 m/m

Speech –Language Service Delivery Model Training

Video Sample # 10

SDO(s): 3 Teach and Monitor: K-2 Self Contained Special Education Classroom

Introduction:

The purpose of this video is to demonstrate that when using the SDO 3 model, regularly scheduled planning sessions are critical and necessary. Planning takes place with the SLP and Special Education Teacher once weekly for 30 minute sessions. In the teach and monitor model the SLP and teacher are using shared materials, shared goals and share responsibilities for the teaching.

Instruction:

The SLP and Teacher are team teaching with the SLP doing the lead teach with the classroom teacher monitoring and assisting students. The SLP models how she is able to get her IEP students to participate and interact within the context of the lesson. The vehicle for the lesson is story retell. Notice visual prompts, the teacher support and the overall participation of the students in the activity. The teacher is assisting Jasmyn as she uses her Dynamite to respond. Jasmyn is expected to respond to comprehension questions which facilitate a modified story retell. Jasmyn's goal is to exhibit 5 different communication intents using her Dynamite.

Environment: Kindergarten- Second Grade Special Education Classroom

Comments:

See attached IEP for Jasmyn

Goal #: 5 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Jasmyn has made great progress in her communication skills this year. She continues to effectively use a voice output dynamic display communication device and is highly motivated to communicate. She is able to use a variety of communication skills in routine and learned situations. However, when communication needs to be more spontaneous, she is unable to consistently use her voice-output device to initiate, request, comment, or ask questions. She is able to consistently use her device to answer questions in spontaneous situations.

Baseline (Describe individual's current performance in measurable terms): 6 of 15 on communication checklist in spontaneous communication situations

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

By May 17 of 2005, Jasmyn will achieve 15 points on a communication intents checklist (5 communication behaviors demonstrated 3 times daily) as measured by the SLP and teachers on 3 consecutive data collection days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Data collected one time weekly and reported to parents 6 times yearly.

State the district standard and benchmark related to this goal: Speaking - Communicates ideas and information verbally: Uses a variety of techniques for effective oral presentations.

Position(s) responsible for services: Speech-Language Pathologist

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
10/17/04 - 8 points	
12/17/04 - 10 points	
02/17/05 - 12 points	
05/17/05 - 15 points	

Progress Report

1 = This goal has been met.
 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	_____	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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Speech –Language Service Delivery Model Training

Video Sample # 11

SDO(s): 2 Integrated

3 Co-Teach: Teach/Monitor and Station Teaching

Introduction:

This video demonstrates an SLP using two models of Co-Teach within the same 30 minute block of time. In the first clip you will see the SLP in an assistive/monitoring role as the teacher takes the responsibility for the lead teaching during phonics/phonemic awareness instruction time. In the second clip the SLP is sitting near her IEP students Jacob and Jared and assisting them with correct sound placement as the class is learning about the “L” sound and in the third clip you will see the SLP station teaching.

Instruction:

The SLP has two articulation students in this kindergarten classroom. The kindergarten teacher is teaching a phonics/phonemic awareness lesson focusing on a letter of the alphabet a week. The SLP has both Jared and Jacob seated near her in order to monitor focus and attention and to provide visual and verbal prompts for correct sound placement as they are reviewing each of the letters learned to date. The classroom teacher is responsible for initial instruction and the SLP supports her teaching by providing cues and models for the students as they learn about each new letter/sound. In the first two segments you see a Teach/Monitor model of Co-Teach and in the third clip you will observe the SLP using a Station Teaching model with her IEP students in her small group.

Environment: Kindergarten General Education Classroom

Comments:

See attached IEPs for Jacob and Jared

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities; and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations Y N Linkages/interagency responsibilities Y N Supplementary aids and services
 Y N Assistive technology Y N Program modifications Y N Supports for school personnel
 Y N Community experiences Y N Specially designed instruction Y N Support or related services
 Y N Development of work and other post-high school living objectives Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Accommodations: Jacob needs directions given to him individually and visually demonstrated. Directions may need to be rephrased or repeated for his understanding., It may be necessary for Jacob to repeat directions back to the adult for clarification,	Provider(s): Gen. ed and special ed staff Time & frequency/when provided: ongoing	<input type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
program modifications: Jacob will need small group and individual instruction for new concepts. Activities may need to be modified or broken down for Jacob to accomplish them independently.	Provider(s): gen. ed and special ed staff Time & frequency/when provided: as needed	<input type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
specially designed instruction: Jacob will need direct instruction from the Special Education K-2 staff in and or outside of the general education setting , 30 min. daily for math and 30 min.daily for reading	Provider(s): Special Ed.K-2 staff Time & frequency/when provided: 30 min daily-math 30 min daily reading	<input type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Support or related services: Jacob will receive speech-language therapy services individually or in a small group to improve his skills in speech sound production. These services will be provided outside the classroom for skill building and/or integrated into classroom activities to promote carry-over.	Provider(s): SLP Time & frequency/when provided: 120 min/month	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Accommodations: Teachers should provide Jacob with correct verbal models of words. Use phonemic awareness activities to promote awareness of sounds in words.	Provider(s): Teachers Time & frequency/when provided: Daily	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Total minutes in school day minus lunch: _____	Total time removed from general education: _____ per day	

Name: Jared

Birthdate: 2-14-1998 Date: _____

Page _____ of _____

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities; and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or related services: Jared will receive speech-language therapy services individually or in a small group to improve his skills in speech sound production. These services will be provided outside the classroom for skill building and/or integrated into classroom activities to promote carry-over.	Provider(s): SLP Time & frequency/when provided: 120 min/month	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Accommodations: Teachers should provide Jared with correct verbal models of words. Use phonemic awareness activities to promote awareness of sounds in words.	Provider(s): Teachers Time & frequency/when provided: Daily	<input checked="" type="checkbox"/> General education <input type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Accommodation: Jared needs repetition of directions given after large group instructional times. He may need directions individually given to him.	Provider(s): gen and sp ed staff Time & frequency/when provided: ongoing	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Program modifications: Concepts may need to be introduced to him individually or in a small group. He needs practice and repetition of skills in many different ways to generalize newly learned skills from one activity to another. Steps within activities will need to be broken down into segments and modeled visually for Jared.	Provider(s): gen ed and sp ed staff Time & frequency/when provided: ongoing	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Specially designed instruction: Jared will need individualized instruction for math and language arts concepts.	Provider(s): Sp ed staff Time & frequency/when provided: 30 min daily math 30 min daily reading	<input checked="" type="checkbox"/> General education <input checked="" type="checkbox"/> mpd Special education <input type="checkbox"/> Community
Total minutes in school day minus lunch: _____	Total time removed from general education: _____ per day	

Speech –Language Service Delivery Model Training

Video Sample # 12

SDO(s):1 Skillbuilding and **SDO 3: Co-Teach: Planning for Kindergarten** **Speech/Language Only and ECSE students**

Introduction:

Planning Session: SLP/ECSE Teacher

Planning is scheduled 1x weekly for 15-20 minutes.

Mark is an ECSE/Integrated Kindergarten student with two communication goals. The SLP is responsible for Mark's expressive language goal (SDO 1) and the SLP and ECSE/Kindergarten teacher share responsibility for Mark's PECs goal (SDO 3.) The purpose of this video is to demonstrate that when using the SDO 3, Co-teach model, regularly scheduled planning sessions are critical and necessary. During the planning session, the SLP and teacher are using the kindergarten curriculum goals and focus their discussion on Mark who is a speech IEP student. Discussion focuses on the curriculum objective of targeted spatial concepts for the week. Watch and see how the kindergarten teacher is able to carry out the cueing and modifications for Mark that were discussed in the planning session. The teacher and SLP share responsibility for Mark's PECs goal and share responsibilities for the teaching. As presented earlier there are a variety of models for co-teaching. The SLP and teacher use 3/4 models in any given month. In this situation, the teacher is sharing his/her language arts lesson plans for the week.

Instruction:

The teachers use a Collaboration Planning Sheet to keep the discussion focused during their weekly planning sessions. Notice in the planning session that they are talking about Mark, who is a hearing impaired student with 2 goals: PECs goal and an expressive language goal to increase words used in sentences. During the planning session, the SLP is modeling cues and prompts as well as talking about ways to modify the Pre-K curriculum to meet Mark's needs.

After the planning session you will see a brief clip of the teacher implementing some of the ideas suggested by the SLP.

Environment: ECSE /Kindergarten Classroom

Comments: See attached IEPs for Mark

Goal #: 1 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Mark is very social and is motivated to communicate with others. He is using more spontaneous words and word combinations to communicate a variety of things (e.g. request, greeting, comments, rejection, etc.). His average sentence length is 1.6 words per sentence. He typically produces one word responses to questions. Peers his age have an average sentence length of 4-5 words.

Baseline (Describe individual's current performance in measurable terms): When given a 50 utterance language sample, Mark produced an average of 1.6 words per sentence.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

By 5-16-05, Mark will produce an average of 3 words per sentence during a language sample taken on three consecutive data collection periods.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Data collected one time per week and progress reported 6 times per year (2 verbal and 4 written reports)

State the district standard and benchmark related to this goal: The student will develop effective speaking techniques within a group.

Position(s) responsible for services: Speech-Language Pathologist

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
10-15-04 will produce an average of 2.0 words per sentence.	
1-15-05 will produce an average of 2.5 words per sentence.	
5-16-05 will produce an average of 3.0 words per sentence.	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other | |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Specially designed instruction: Mark will receive one to one, small group, and whole group instruction in the areas of positional concepts and readiness skills.	Provider(s): ECSE Teacher Time & frequency/when provided: 180 min/day; 4 days/week	General education x Special education Community
Support to School Personnel: Itinerate Teacher of the visually impaired will consult with general education teacher with visual concerns and suggest visual alternative techniques as needed.	Provider(s): Teacher of the Visually Impaired Time & frequency/when provided: 30 min/ month	General education x Special education Community
Support to School Personnel: Instruction will center on traveling to various destinations throughout McKee Elementary.	Provider(s): Orientation & Mobility Specialist Time & frequency/when provided: 60 minutes/month	General education x Special education Community
Small group instruction to implement PECS and sound production skills.	Provider(s): SLP Time & frequency/when provided: 120 min/ month	General education x Special education Community

Total time removed from general education: 720 min.

Speech –Language Service Delivery Model Training

Video Sample # 13

SDO(s): 3 Co-Teach: Teach and Monitor Planning for 2nd grade Writer's Workshop

SDO 4: Planning to begin transitioning Damien to Consultative

Introduction:

The purpose of this video is to demonstrate that when using the SDO 3 Co-teach model, regularly scheduled planning sessions are critical and necessary. Damien has been receiving services in a Co-Teach model. The Classroom teacher and SLP agree that an SDO 4 would be appropriate for Damien at this time. The problem solving session focuses on the teacher who will begin to take the primary responsibility for this goal with the SLP assisting with data collection and lesson modifications.

Instruction:

Planning takes place with the SLP and 2nd grade teachers 1 time weekly for 20 minute sessions. Typically the emphasis during planning is focused on strategies for increasing the target students' skills in the areas of oral and written language. Damien has a writing goal and Darreon is an intervention plan student working on topic and thought organization and rate of speech. In this session, the SLP shares a pacing board which is a visual prompt for Darreon. The classroom teacher reports student progress when he uses the visual organizer. The teacher reports that when Darreon uses the organizer he is able to slow down his speech and his thought organization allows him to improve his overall clarity.

The SLP shares her writing scoring rubric with the teacher, the two are talking about some regression of Damien's writing skills after spring break. Notice the problem solving that is taking place in regard to the topics Damien is using. The SLP then asks the teacher to identify a writing sample that Damien has written independently and they score the piece on the rubric together. The SLP and teacher have been working on both students' goals together, and are planning to transition Damien to an SDO 4.

Environment: General Education Classroom

Comments:

See attached IEP for Damien and problem solving intervention plan for Darreon

Topic and thought organization rubric

1	2	3	4
<ul style="list-style-type: none"> • Determines a topic • Consistently plans 2 subtopics but does not include any relevant details under the subtopic • Is not able to transfer web ideas in to a sentence by sentence format without assistance 	<ul style="list-style-type: none"> • Determines a topic • Consistently plans 4 subtopics • Includes 2 relevant details under each subtopic • Is not able to transfer web ideas in to a sentence by sentence format without assistance 	<ul style="list-style-type: none"> • Determines a topic • Consistently plans 4 subtopics • Includes 3 relevant details under each subtopic • Is not able to transfer web ideas in to a sentence by sentence format without assistance 	<ul style="list-style-type: none"> • Determines a topic • Consistently plans 4 subtopics • Includes 3 relevant details under each subtopic • Is able to transfer web ideas in to a sentence by sentence format without assistance

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities; and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Speech/Language: Skill building in general education environment; focus on integration of target skills in the classroom through SDO 3 w/ teacher and SLP; upon mastery of target skill, begin SDO 4 through consult with teacher regarding further accommodations/strategies to increase success in classroom	Provider(s): General Ed Teacher/SLP Time & frequency/when provided: 160 minutes per month	X General education X Special education Community
Accommodations: Preferential seating near speaker Visual cues/teacher check for understanding Graphic organizers for assignments Reduction of noise level when possible	Provider(s): General Ed/Special Ed Teacher Time & frequency/when provided: As needed	X General education X Special education Community
Specially Designed Instruction - Math: Damien will receive small group instruction for math concepts listed on his math checklist with additional focus on addition and subtraction skills	Provider(s): General Ed/Special Ed Teachers Time & frequency/when provided: 90 minutes daily	General education Special education Community
Total time removed from general education:		

Problem Solving Intervention Plan

Student: Darreon Birth Date: _____ Age: 8 Grade: 2
 District/Building: _____ Problem Solving Team Designee: Laura
 Parent: _____ Phone: _____
 Address: _____ City: Des Moines Zip: _____
 Date and Method of Parent Notification: 3/20/04; In person By: Laura

Participants	Position/Relationship to Student	Participants	Position/Relationship to Student
	Parent		
	Teacher		
<u>Laura</u>	SLP		

Identify Problem

Give a specific description of the problem that the student is experiencing. If more than one area of concern, identify the problem(s) to be targeted for intervention. A record review, consultative interview, and a behavior observation will assist in this process.

Darreon's rate of speech is affecting his ability to communicate with teachers and peers in his classroom environment. They are having to ask him to repeat his message multiple times and often do not understand him even then. Tapping on the desk or table is not helping him regulate himself so an intervention using a pacing board will be tried.

Explore Intervention Options

Brainstorm intervention options and prioritize.

1. use finger to tap on table surface to pace himself
2. visual cue card
3. pacing board
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Intervention(s) Selected:

3

Goal(s) (must be measurable and observable):

Darreon will make himself understood 80% of the time in a 3 minute conversation with a peer when using a pacing board to decrease his rate of speech.

Summary of Parental Participation:

Use of pacing board when telling his mom about his day at school

Level of Performance Before Intervention (Baseline):

100%

Discrepancy: 50%

Standard Utilized: observation of a 3 minute conversation with a peer

Interventions (Instructional Strategies):	Procedures (Where/When/Materials)	Person(s) Responsible
practice with pacing board	home/5 minutes daily/pacing board	Parent
practice with pacing board	classroom/3 minutes daily/pacing board	Teacher/SLP

Evaluation Plan/Decision Making-indicate method used to document results of intervention and include the specific criteria for success of the intervention. Determine the conditions that would necessitate the team to meet prior to follow-up date.

Team will meet prior to follow up date if parent requests

Attach graph or other visual representation

Follow-up Date(s) May 24, 2004

Level of Performance After Intervention:

Student is successfully using the pacing board at this time. However, when he does not use it, his rate of speech increases to an extremely high rate again causing intelligibility problems. Continue with problem solving when student returns to school in July.

Discrepancy: Less discrepancy from peers or standard More discrepancy from peers or standard
 Insufficient data for decision making

Intervention status: (√)

- Problem resolved
- Problem not resolved, redesign or modify intervention
- Problem not resolved, determine entitlement for special education
- Progress being made, but resources to continue intervention may be beyond what is reasonable for general education

Speech –Language Service Delivery Model Training

Video Sample # 14

SDO(s): 3 Co-Teach: Planning for 5th grade Language Arts for the week of April 5, 2004

Introduction:

The purpose of this video is to demonstrate that when using the SDO 3 Co-teach model, regularly scheduled planning sessions are critical and necessary. In the co-teach model the SLP and teacher are using shared materials, shared goals and share responsibilities for the teaching. As presented earlier there are a variety of models for co-teaching. The SLP and teachers use 3/4 models in any given month and decisions are made weekly about which role the SLP will take. In this situation, the SLP is planning with 2 fifth grade teachers. The 2 teachers usually plan their lessons together, so it makes sense for the SLP to have 1 joint planning session with them. The teachers are sharing their language arts lesson plans for the week. Discussion focuses on what the SLP will be doing during her two 30 minute sessions with the students. This time is also used to discuss student progress, problem solve and share strategies.

Instruction:

Planning takes place with the SLP and 5th grade teachers 1 time weekly for 15 minute sessions.

The teachers use a Collaboration Planning Sheet to keep the discussion focused. (See attached planning sheet.) Co-Teach language arts planning always focuses on what the goals and objectives are within the language arts curriculum with a specific focus on how to meet the needs of the IEP / intervention plan student goals. Typically the emphasis is on strategies for increasing students' skills in the areas of listening/reading vocabulary and comprehension. Andrew, Tony and Kaity, are working on vocabulary and comprehension skills and Andrew and Emily are working on generalization of articulation carryover.

Environment: Fifth Grade General Education Classroom

Comments:

See attached Planning Sheet

COLLABORATION PLANNING: REGULAR/SPECIAL EDUCATION

GRADE/ TEACHER: 5 Cram

WEEK OF: April 4, 2004

TEAM: AL, BV, JC

ROSTER OF STUDENTS: Andrew (artic, lang/comp) Emily (artic) Tony, Kaity,
(lang./comp)

Casey won't be with group this week. He is receiving special tutoring from coach.

CIRCLE AND NOTE AFFECTED STUDENTS WITH SCHEDULE CHANGES THIS WEEK:

Change time on Mondays to 9:30 for the beginning of Language Arts
Thursday; 10:00 – 10:30

LESSON:

Monday: Comprehension Testing, students will come to my room to take the test. Test is to be done independently. Ok to answer questions about the directions, but not test questions.

Thursday: Ch. 4 Little House on the Prairie

GOALS:

- 1) Introduce the use questioning skills to assist in monitoring for meaning to improve comprehension
- 2) Incorporate all strategies that we have used this year. Look for independent use.

TARGETED STRATEGIES:

- 1) Questioning strategy: Brad will put sample questions in mailbox
- 2) Summarizing beyond the "WHO/WHAT" strategy to include a more relevant topic sentence with supporting details.

ACADEMIC SKILLS AND CONCEPTS NEEDING REINFORCEMENT:

(Problem areas).

Share ideas regarding how to incorporate the variety of strategies we have worked on this Year.

Anne shared bookmarks targeting skills of: Questioning, Clarifying, Summarizing, Predicting, Vocabulary, Making Connections

Say Something: Combines all strategies

OTHER:

Speech –Language Service Delivery Model Training

Video Sample # 15

SDO 3: Co-Teach: Parallel Teach

Introduction:

The SLP is doing a Co-Teach (Parallel Teach) language arts lesson with a group of 5th grade students with 2 IEP students, 2 intervention plan students and 5 general education students. The lesson emphasis is on vocabulary and listening/reading comprehension skills.

Parallel Teach: The SLP and the classroom teachers have divided the class into two sections. The SLP works with her IEP/Intervention plan students and also takes an additional group of 5 general education students. The lesson was jointly planned and the SLP and both classroom teachers are teaching the same story and strategies using exactly the same content materials. The SLP is working with the students in the Speech Room because it is a less distracting environment and she is able to combine groups of students from 2 different classrooms.

Instruction:

The language arts lesson is a story from the 5th grade reading basal. Goals for the lesson are to pre-teach vocabulary, and to summarize information read orally by using the “Who/What” summarizing strategy. This strategy is being used throughout the 5th grade curriculum for fiction and non-fiction materials. Working with students in the smaller group allows the students to have more opportunities to practice the skill with corrective feedback. What you will see in the video is a short segment with the vocabulary pre-teach. The SLP schedules 15 minute weekly planning sessions with the classroom teachers and works with these students twice weekly for 30 minute sessions during language arts instruction time.

Environment:

Speech Room (Remember, SDOs are not about the place, but about the instruction and skills you teach.)

Comments:

See attached IEPs for Andrew and Emily and intervention plans for Kaity, and Tony.

Goal #: 1 Goal Area: Articulation (Communication)

Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Language samples indicate that Andrew is using a lateralization process to produce the s, z, sh, ch, and dz sounds in his conversation 100% of the time. He is able to approximate improved s, z, sh, ch, and dz sounds at the sentence level in the initial position of words with a verbal prompt with 60% accuracy.

Baseline (Describe individual's current performance in measurable terms): 60% accuracy with verbal prompts at the sentence level. 40% accuracy in conversation.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given a 1 minute conversation sample, Andrew will use the s, z, ch, sh, dz, sounds with 80% accuracy over 3 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): 1 minute conversation samples will be recorded, scored, analyzed and charted 2X monthly by the SLP.

State the district standard and benchmark related to this goal: Students will express their ideas clearly.

Position(s) responsible for services: SLP, teacher, parents

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1: uses target sounds at the conversational level with 50% accuracy 1/04.	
SDO 1: uses target sounds at the conversation level with 50% accuracy. 3/04	
SDO 1: uses target sounds in conversation with 70% accuracy. 9/04	
SDO 2: uses target sounds in conversation with 80% accuracy. 10/04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Goal #: 2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Andrew is currently able to participate in class discussions and complete 5th grade level comprehension tasks with an average of 72% % accuracy. His 5th grade peers are completing grade level comprehension tasks with an average of 80% accuracy.

Baseline (Describe individual's current performance in measurable terms): Classroom comprehension scores average: 72%

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given grade level comprehension tasks, Andrew will apply learned comprehension strategies (Who and What, TTQA) to complete assignments with an average of 80% accuracy over 3 /4 data collections.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Classroom permanent products will be collected weekly, averaged and charted by the SLP.

State the district standard and benchmark related to this goal: Applies reading/comprehension skills and strategies to a variety of literary passages and texts.

Position(s) responsible for services: SLP, Classroom Teacher

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 3: demonstrates comprehension with 74% accuracy. 1/04	
SDO 3: demonstrates comprehension with 76 % accuracy. 3 /04	
SDO 3: demonstrates comprehension with 78 % accuracy. 9 /04	
SDO 4: demonstrates comprehension with 80% accuracy. 10 /04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support Services: Andrew will receive speech and language services. He will begin his articulation goal with skillbuilding (SDO 1) and work toward integration of skills in the classroom/ home will be integrtaed into the classroom (SDO 2/3). His Comprehension goal will be integrated into the classroom with an SDO 3)	Provider(s): SLP, Teacher, Parents Time & frequency/when provided: 160 mins/mos.	X General education X Special education Community
Accomodations: Andrew will have multiple opportunities in the classroom to practice both his articulation and language comprehension strategies. The SLP will assist the teacher in facilitating small group language arts/social studies instruction with Guided Reading Activities to ...	Provider(s): SLP, Teacher Time & frequency/when provided: Language Arts Instruction/Social Studies/	X General education Special education Community
Supports for Related Services: The SLP will plan weekly with the classroom teacher. Planning time will target specific comprehension strategies to be implemented in the classroom language arts instruction time as well as provide opportunities for the SLP to model cueing techniques to enhance Andrew's participation and generalization of articulation skills and comprehension strategies.	Provider(s): SLP, Teacher Time & frequency/when provided: 1X weekly planning	X General education Special education Community
Total time removed from general education: 120 m/m		

IP _____
Attending Building _____

District _____

INTERVENTION PLAN

Name: (Last) _____ (First) Anthony DOB _____ Date 4/18/2003

Person Responsible for Problem Analysis: _____

Concurrent Intervention/Evaluation? Yes No

Problem Statement

What is the target behavior?
Difficulty with accurate summarization of main ideas from information he has heard or read.

What about the behavior is problematic? Tony rambles and has trouble comprehending main ideas.

What is expected? 4th graders are able to demonstrate comprehension with 80% accuracy.

What standard was utilized? Peer comparison

Level of Performance before Intervention (Baseline):
40%

Discrepancy: 40%

Goal: (Include time frame, conditions, behavior, criteria)

Given a 4th grade level reading passage, Tony will summarize main ideas for each paragraph using the "Who/What" strategy with 70% accuracy.

Summary of Parental Participation:

Parents will help Tony use the "WHO/WHAT" strategy when doing reading homework at home.

Procedures (Instructional Strategies):	Arrangements (Where/Frequency/Length of Time/Materials):	Person(s) Responsible:
<u>1) Who/What strategy skill building breaking comprehension down 1 paragraph at a time.</u>	<u>SLP will work individually with Tony 2X weekly for 3-5 sessions to teach new strategies and provide corrective feedback.</u>	<u>A.</u>
<u>2) Practice identifying unknown or unfamiliar words when reading.</u>	<u>Classroom Teacher will provide opportunities for practice during reading times.</u>	<u>Pat</u>
<u>3) Practice using the TQA strategy to help Tony focus on what the question is asking so answers will be more specific.</u>	<u>Parents will reinforce skills at home.</u>	<u>Diane</u>

*Measurement Strategy (Who's responsible for doing the actual data collection, method of data collection, measurement conditions, monitoring schedule):
Weekly comprehension probes will be administered scored and charted, and analyzed by the SLP.

Decision-Making Plan (Frequency of data collection, strategies to be used to summarize for evaluation, number of data points or length of time before data analysis, decision rule):
If 2 consecutive data points fall below the goal line a change in plan will be considered.

*Attach graph or other visual representation

Follow-up Date(s): 5/19/03

Level of Performance after Intervention: _____

Discrepancy: Less discrepancy from peers or standard More discrepancy Insufficient data for decision-making

Intervention status: (check one)

- Problem resolved
- Problem not resolved, redesign or modify intervention
- Problem not resolved, continue or revise intervention and determine entitlement for special education
- Intervention successful but resources needed to maintain intervention are beyond what is reasonable in general education
- Continue or revise the intervention and determine entitlement for special education

IP _____

Attending Building _____

INTERVENTION PLAN

District _____

Name: (Last) _____ (First) Kaitlyn DOB _____ Date 2/19/2004

Person Responsible for Problem Analysis: Difficulty comprehending expository text

Concurrent Intervention/Evaluation? Yes No

Problem Statement

What is the target behavior? <u>Kaity is able to read and comprehend 5th grade fiction text without a struggle. She has a very difficult time comprehending science and social studies text (Non fiction) and averages 60% accuracy on tests.</u>
What about the behavior is problematic? <u>Difficulty remembering non fiction text information</u>
What is expected? <u>5th graders are expected to comprehend non fiction text with 70% accuracy or better</u>
What standard was utilized? <u>Peer comparison</u>
Level of Performance before Intervention (Baseline): <u>Assessment of independent reading and comprehension of 6th grade non fiction text averages 50%</u>
Discrepancy: <u>30%</u>

Goal: (Include time frame, conditions, behavior, criteria)

In 9 weeks, Given 6th grade level non fiction materials and paragraph chunking of information, Kaity will independently apply PALS strategies (retell and paragraph shrink) to comprehend independently read materials with 80% accuracy on 3/4 data days.

Summary of Parental Participation:

Parents/ grandparent will pre-read social studies assignments and apply the PALS strategies of retell and "Who or what / and the most important thing."

Procedures (Instructional Strategies):	Arrangements (Where/Frequency/Length of Time/Materials):	Person(s) Responsible:
<u>1) Practice opportunities to apply Pals strategies (retell, who/what & most important thing.) working with more difficult text and larger chunks of information.</u>	<u>SLP will work with Kaity 1X weekly to reinforce strategies and monitor progress.</u>	<u>SLP</u>
<u>2) Graphic Organizers</u>	<u>Parent volunteer will work with Kaity 1X week. Teacher applies PALS 3X week.</u>	<u>Parent Volunteer</u>
	<u>Parents will pre read Soc. St. lessons applying Pals Strategies</u>	<u>Teacher</u>
		<u>Parents/grandparents</u>
*Measurement Strategy (Who's responsible for doing the actual data collection, method of data collection, measurement conditions, monitoring schedule): <u>Slp will collect , chart and interpret weekly comprehension probes.</u>	Decision-Making Plan (Frequency of data collection, strategies to be used to summarize for evaluation, number of data points or length of time before data analysis, decision rule): <u>If 2 consecutive data points fall below the goal line, a change in plan will be considered.</u>	

*Attach graph or other visual representation

Follow-up Date(s): May 3, 2004 3-18-04 9 weeks. 60%

Level of Performance after Intervention: _____

Discrepancy: Less discrepancy from peers or standard More discrepancy Insufficient data for decision-making

Intervention status: (check one)

- Problem resolved
- Problem not resolved, redesign or modify intervention
- Problem not resolved, continue or revise intervention and determine entitlement for special education
- Intervention successful but resources needed to maintain intervention are beyond what is reasonable in general education
- Continue or revise the intervention and determine entitlement for special education

Speech –Language Service Delivery Model Training

Video Sample # 16

SDO(s): 3 Co-Teach/Team Teaching: High School Self Contained Special Education Classroom

Introduction:

The purpose of this video is to demonstrate that when using the SDO 3 model, regularly scheduled planning sessions are critical and necessary. When co-teaching the SLP and classroom teacher are using shared materials, shared goals and share responsibilities for the teaching.

Planning takes place with the SLP and Special Education teacher 1 time weekly for 30 minute sessions. The SLP and Teacher are team teaching. Both teachers are taking equal responsibility for instruction with this model.

Instruction:

Weekly instruction in this classroom focuses on social and communicative interaction skills which are critical and necessary for all students in order for them to be successful in learning, working and living environments. Each week the skills to be taught are identified during the weekly planning sessions. In this video clip the SLP and teacher model introductions. You will see the SLP introduce the lesson, the teachers model introductions and then the students have the opportunity to practice introducing themselves. After each introduction, the students critique each other. Skills are practiced throughout the week with the assistance of para-educators and job coaches.

Environment: Moderate Disabilities HS Special Education Classroom

Comments:

See attached IEP for Ben

Goal #: 1 Goal Area: Community Experience (Responsibility & Independence) Goal Code: D3

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Ben continues to need support to be able to initiate and maintain appropriate social relationships with his peers and co-workers. He is capable of demonstrating socially appropriate language to initiate and interact with other young adults, but currently does so in only 50% of the observed opportunities. Ben continues to need cues, prompts and shersals to prepare for intentional verbal and social interactions when he is upset, or facing an new experience or environment. Typical age level peers demonstrate appropriate social interactions 100% of the time.

Baseline (Describe individual's current performance in measurable terms): Appropriate social interactions average 50% of the observed opportunities

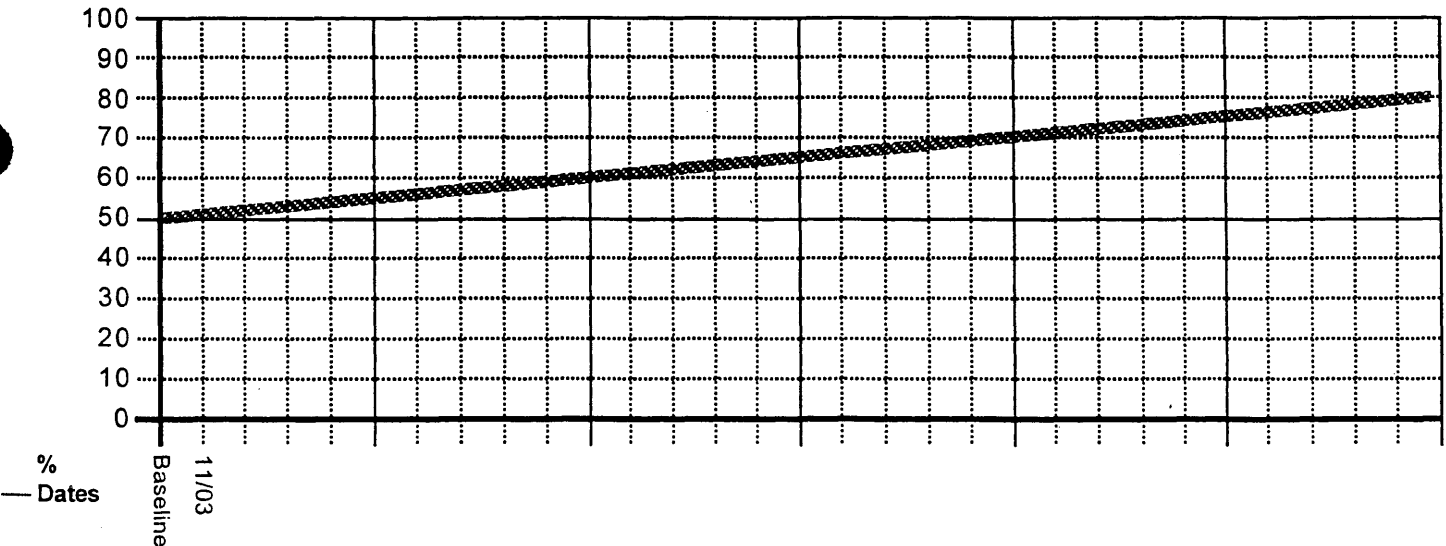
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): In 36 weeks, given social situations, Ben will demonstrate targeted social communication skills (initiating and maintaining a conversation, using self control, being responsible, asking for help, making a request, making and keeping friends, handling feelings) by applying the necessary skills when needed in 80% of the observed opportunities in a variety of settings.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): The special education teacher and SLP will observe Ben in social settings, tally oportunities, to use targeted skills, chart and analyze data weekly.

State the district standard and benchmark related to this goal: SE Polk students are expected to express their ideas clearly, using appropriate social skills in all social situations.

Position(s) responsible for services: Special education teacher, job coach, SLP, parents

- Major milestones:** 1. SDO 3: uses targeted skills 60% with cues 2/04 3. SDO 4: uses targeted skills 70% 8/04
 2. SDO 3: uses targeted skills 70% with cues 5/04 4. SDO 4: uses targeted skills 80% 11/04



Progress Report																	
1 = This goal has been met.																	
2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.																	
3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.																	
4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.																	
5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).																	
_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5
_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5	_____	○ 1	○ 2	○ 3	○ 4	○ 5
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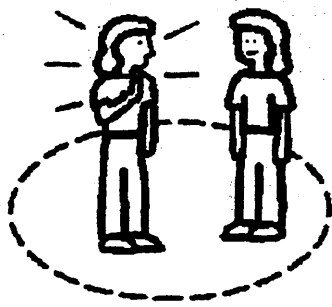
Observation Chart for Ben

Goal: In 36 weeks , given social, work situations, Ben will demonstrate targeted social communication skills (making and keeping friends, handling your feelings, using self control, being responsible) by applying them when needed in 80% of the observed opportunities.

Monitor: 2X weekly, opportunities to apply targeted skills appropriately

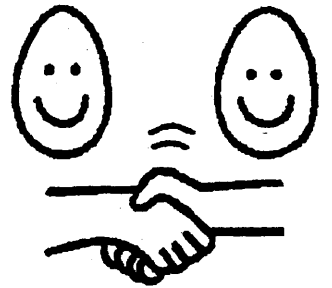
Date	Social Situation	Targeted Skills	# of Observed Opportunities + or - (comments)

Comments:

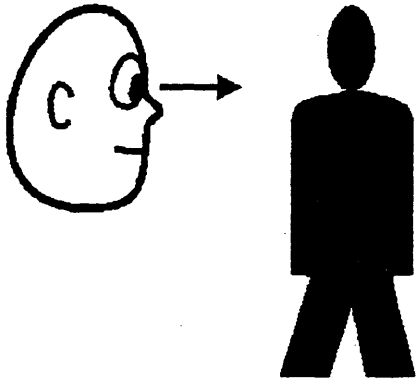
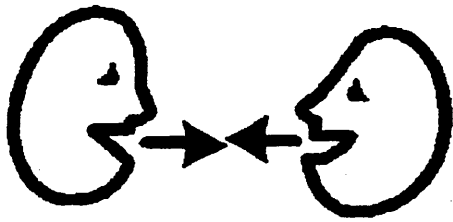


introduction

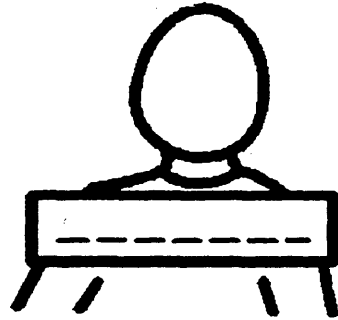
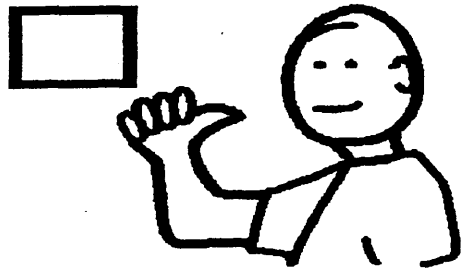
meeting
someone.



Look at the person

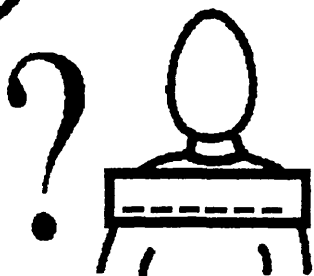


My name is _____.

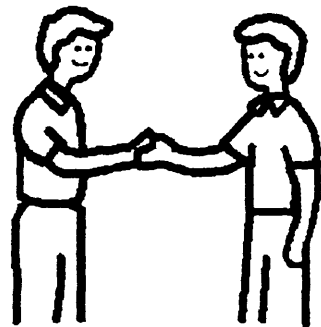


What's your name?

other personal
information



I'm glad to meet you.



shake
hands



SDO 4
CONSULTATIVE
EXAMPLES

SDO 4 Consultative

Introduction:

In the consultative model, the student could be in the acquisition, fluency or generalization stage of learning.

SDO 4: Consultative is defined as: Skillbuilding or generalization occurs but a **different provider other than the SLP** implements the meaningful change and development of target communication skills. The SLP assumes an **assistive role** in monitoring, providing materials, model teaching, etc.

The Consultative SDO 4 is a model that focuses on the SLP in an assistive role to the primary service provider. The SLP helps monitor student progress, make instructional decisions, and provides ongoing consultation and collaboration with the teacher, other providers and parents.

When considering a consultative model of service delivery the SLP considers several factors:

- **Will the goals and objectives be written by the SLP or as a joint effort between providers?**
- **How often will the SLP consult and collaborate with the primary service provider?**
- **Have decisions been made regarding who will do the progress monitoring and how often data will be collected?**

Questions that are worth thinking through when deciding if an SDO 4 is the best service delivery option for student might include:

- **Is the content of the curriculum in the general/special education classroom appropriate for the target student? (Current level of functioning)**
- **How much and what type of modification/accommodation and support will the student require to learn and generalize new skills?**
- **What role will the SLP play in the consultation process?**

In the next segment of video you will see a variety of examples of an SDO 4: Consultative model of teaching.

Speech –Language Service Delivery Model Training

Video Sample # 17

SDO(s): 4 Consultative

Introduction:

This video demonstrates an SLP working with an ECSE teacher, daycare provider and (supporting) SLP . The SLP and ECSE teacher are demonstrating use of PECs and a visual schedule. The ECSE Teacher and SLP are at the Daycare demonstrating how to establish a daily visual schedule and PECs routine for Blake at his daycare.

Instruction:

The SLP's student Blake, is in an ECSE classroom with the SLP goal focusing on making spontaneous verbal requests. The classroom goal focuses on direction following with a PECs visual schedule. Notice how the ECSE teacher and SLP are meeting at Blake's daycare center and doing joint consulting with the daycare providers. The goal is for Blake to be more successful in communicating his wants and needs in a variety of environments, and since he spends a great deal of his day in a daycare setting, this seems to be the logical setting to begin to generalize his successful communication strategies. Notice how receptive the SLP and teacher are to questions and their willingness to model, problem solve and assist the daycare providers in setting up a PECs and visual schedule system for Blake.

Environment: Consultation at Blake's Daycare

Comments:

See attached IEPs for Blake

Goal #: 1 Goal Area: Personal & Social Adjustment - Other
F5-Other academics

Goal Code: G5

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Blake is following simple, one-step directions when immediate feedback or reinforcement is given. He is also following one-step routine directions independently when extra wait time is given and a picture (photograph) schedule with print is used.

Baseline (Describe individual's current performance in measurable terms): Blake is following 0 directions with no wait time.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

By 9/25/04, given verbal directions along with a visual schedule, Blake will follow 10 routine one-step directions with no wait time 3 of 3 data collection days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): A rubric will be marked once a week and information will be charted monthly.

State the district standard and benchmark related to this goal: NA

Position(s) responsible for services: ECSE Teacher

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
Dec 2003 3 directions	
Mar 2004 6 directions	
May 2004 9 directions	
Sep 2004 10 directions	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Goal #: 1 **Goal Area: Language (Communication)** **G5 - Personal/social adjustment** **Goal Code: F7L**
F5 - Other Academics

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Blake currently will verbally request 5-10 items at home and will imitate between 5-10 oral motor movements when immediate reinforcement is given.

Baseline (Describe individual's current performance in measurable terms): Baseline is 0/10 during school for the targeted behavior.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

By 9/25/2004, Blake will spontaneously make 9/10 verbal requests for wants and needs during snack for 3 consecutive data collection days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): there is a checklist collected 1x/week; data graphed 4x/month

State the district standard and benchmark related to this goal: NA

Position(s) responsible for services: Speech-Language Pathologist ECSE Classroom Staff

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
SDO 1,2 9/10 imitation of oral motor movements by Dec 03	
SDO 1,2 9/10 imitation of consonant-vowel words by March 04	
SDO 1,2 Produces 4/10 spontaneous words w/visual cue (the object must be presented to Blake)by May 04	
SDO 1,2 Produces 9/10 spontaneous words w/visual cue by 9/25/04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Blake will receive speech and language services. His program will be provided in the ECSE classroom (SDO 3, 4) with occasional short term skillbuilding in a quiet environment. The SLP and ECSE teacher will consult on a regular basis with the daycare and Blakes parents to provide transfer and generalization of skills. (SDO 4)	Provider(s): SLP, ECSE teacher Time & frequency/when provided: 160 minutes/month	General education X Special education Community
Accommodations: 1) Blake needs a small class size with a small ratio of adults to children. He needs daily access to school.	Provider(s): ECSE teacher Time & frequency/when provided: 2 1/2 hours a day 5 days per week	General education X Special education Community
Accommodations: 2) Blake needs 1:1 assistance for the following activities: transitioning from activities, choosing toys during centers, completing work tasks, DAP, self-care, and participation in large group activities.	Provider(s): Classroom Staff Time & frequency/when provided: 2 1/2 hours a day 5 days per week	General education X Special education Community
Accommodations: 3) Blake needs a visual schedule with print to assist him with transitions and learning routines.	Provider(s): Classroom Staff Time & frequency/when provided: 2 1/2 hours a day 5 days per week	General education X Special education Community
Accommodations: 4) Blake needs a quiet corner in the room with a bean bag chair or cushions to provide a break from the regular classroom activities.	Provider(s): Classroom staff Time & frequency/when provided: Available throughout the day	General education X Special education Community
Special Instruction: Blake needs opportunities to imitate oral movements, sounds and words. These opportunities should be embedded throughout his day with natural reinforcers given an immediate reward afterward.	Provider(s): ECSE teacher Time & frequency/when provided: 10 minutes daily	General education X Special education Community

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Supports for school personnel: The SLP and ECSE teacher will meet weekly to plan lessons and share progress, cues, prompts and modify curriculum goals when needed.	Provider(s): SLP, ECSE teacher Time & frequency/when provided: 15 mins. weekly	General education X Special education Community
Total time removed from general education:		

Speech –Language Service Delivery Model Training

Video Sample # 18

SDO: 1 Skillbuilding

SDO: 4 Consultative

Introduction:

Consultative: The SLP is meeting with the 1st grade and reading recovery teacher at the beginning of the year. Chris is in 1st grade and both teachers feel that Chris' sound error patterns are affecting his reading progress. The SLP is wanting to coordinate efforts so that even though he is in the initial skill building phases, his teachers will know how to model, cue and prompt targeted speech sounds, so that transition to an SDO 4 will be anticipated and smooth.

Instruction:

The SLP is modeling visual phonics for the k and the g sounds for both teachers and shares a visual organizer cue card with each teacher. The SLP wants to show the teachers how to prompt and shares the difference between the general and specific prompts. Chris will receive a short period of intensive skill building (SDO 1) by the SLP, once he is at 60% accuracy with a general prompt he will move to and SDO 2, and when he is at 80% accuracy at the word level she will move to an SDO 4 and consult with teachers monthly. The SLP is meeting with the teachers early in the year to establish joint responsibility for the speech goal. The SLP will help the teachers identify which routines or parts of the daily classroom and reading schedules that Chris' speech skills will be reinforced in the reading and general education classrooms. Setting this up ahead of time insures that all providers will be using the same cues and prompts, as well as a plan for Chris' opportunities to practice throughout the day. Teachers agree to meet once monthly until Chris is ready to independently practice skills (75-80% accuracy) in a variety of environments.

Environment: 1st grade General Education Classroom

Comments:

See: IEP's for Chris

Goal #: 2 Goal Area: Articulation (Communication) Goal Code: F7A

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Chris is a 1st grader who successfully completed his speech intervention plan targeting final consonant deletion. He continues to display a moderate articulation delay characterized by sound substitution errors. He is currently able to imitate initial K and G words with 25% accuracy. He is using the sounds independently at the word and sentence level with 0% accuracy.

Baseline (Describe individual's current performance in measurable terms): K, G words and sentences at 0% accuracy, Imitates initial K, G, words with 25% accuracy.

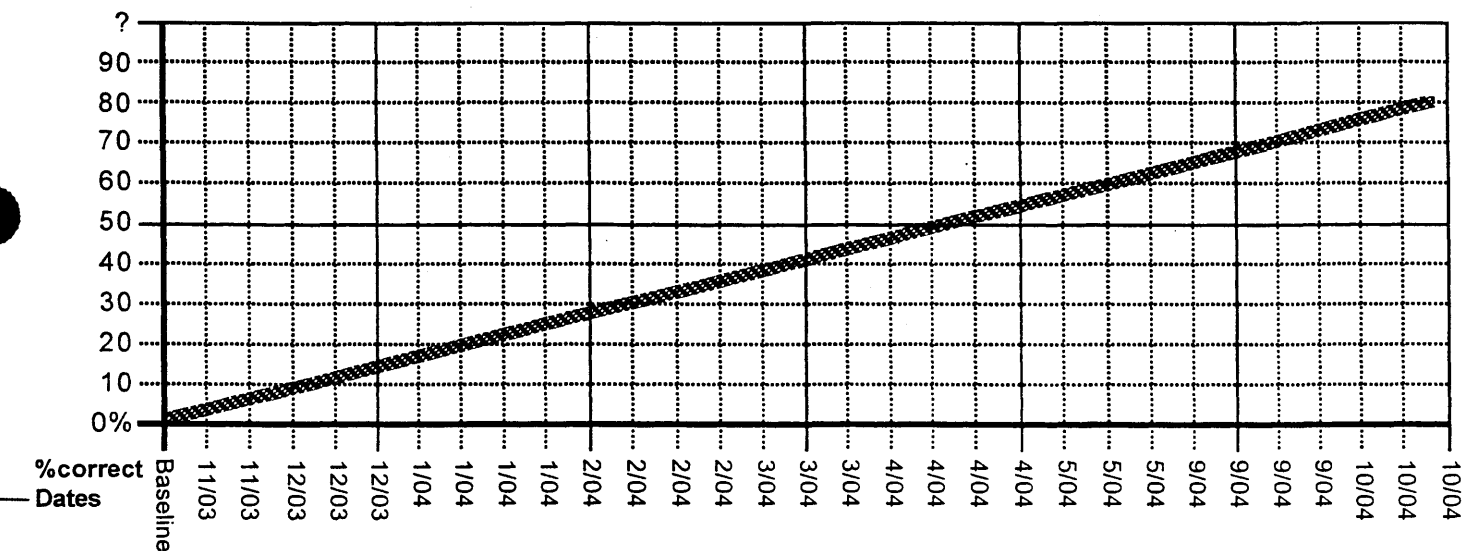
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): In 36 weeks, Chris will use K and G sounds at the sentence level with 80% accuracy in a variety of speaking environments in 3 out of 4 consecutive data days.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly K and G sentence probes will be administered, scored, charted and analyzed by the SLP.

State the district standard and benchmark related to this goal: Any District standards expect first grade students to express their ideas clearly.

Position(s) responsible for services: SLP, teacher, parents

- Major milestones:**
- 1. SDO 1: specific cue 20% acc. 1/04
 - 2. SDO 1: general cue 40% acc. 4/04
 - 3. SDO 2: general cue 60% acc. 9/04
 - 4. SDO 4: independent 80% acc. 11/04



Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Supplementary aids and services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Assistive technology | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Program modifications | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Supports for school personnel |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Community experiences | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Specially designed instruction | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Support or related services |
| <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Development of work and other post-high school living objectives | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Other | |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Supports for School Personnel: Chris will receive speech & language services. His program will begin with intensive skill building (SDO1). Once he is able to produce the K and G at the Word level with 80% accuracy, skills will be transferred to the classroom. (SDO 2) When Chris is using the K and G at	Provider(s): SLP, teachers, parents Time & frequency/when provided: 60 mins /mos	x General education x Special education Community
Accommodations: The SLP will provide examples of cues and prompt hierarchies for classroom and reading teachers and parents. Chris will receive good models, cues and prompts in all speaking environments. Once he is at 80% accuracy at the word level, specific cues will be faded to	Provider(s): SLP, teachers, parents Time & frequency/when provided: When needed	X General education Special education Community
Support or Related Services: SLP and teachers will meet at least 1 x monthly to discuss cues, prompts, and progress. Integration plans for skill transfer will be planned at each meeting. Once Chris is at an SDO 4, teachers will meet more frequently if necessary.	Provider(s): SLP, teacher, parent Time & frequency/when provided: 1 X monthly, more frequently if necessary	X General education Special education Community
Total time removed from general education:		60m/m

Speech –Language Service Delivery Model Training

Video Sample # 19

SDO(s): 4 Consultative

Introduction:

An SDO 4 is an appropriate service delivery option for students in more restrictive settings, where the SLP takes on an assistive role of supporting the primary providers by monitoring progress, helping with decision making and modeling new ways for students to integrate or transfer skills to new curriculum or environments.

This video clip demonstrates an SLP working with 4 middle school students in their self-contained classroom. The special education teacher and 3 associates are in the background during this taping session, but ready to assist, prompt and cue when needed. Typically the teacher and associates teach/monitor during the lesson that the SLP models.

The SLP meets with the special education teacher 2x a month for 30 minute sessions to monitor student progress and problem-solve.

Instruction:

The SLP is modeling how to incorporate each student's communication goal into a curricular lesson on recycling. The classroom teacher and associates will replicate this lesson daily. The SLP assists the teacher by helping with decision making in regard to modifying the response expectations for each student and making any curricular modifications needed to set up the initial instruction for new content units. Student goals focus on: turn taking, using PECs to communicate, responding on topic, to using the Dynavox. Notice the variety of options available for responding during the lesson on recycling.

Environment: Self Contained Middle School Special Education Classroom

Comments:

See attached IEPs for Joey, Tyler, Hope and Madalyn

Goal #: 1 Goal Area: Language (Communication) Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Madalyn uses the dynavox correctly for such activities as greetings, snack selection, and numbers. She continues to have difficulty waiting for instruction, and she doesn't always look for the best answer before making a choice.

Baseline (Describe individual's current performance in measurable terms): 8.5 out of 16 possible points on rubric for dynavox use.

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

In one year, Madalyn will use the dynavox well enough to score 10.5 on the above rubric.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Score rubric 1 time each month

State the district standard and benchmark related to this goal: Standard: Students focus on meaningful communication as they listen, speak and view in many contexts. Benchmark: Speak effectively using language appropriate to the situation and audience.

Position(s) responsible for services: Classroom staff SLP

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
Score 9 on rubric 10-03	
Score 9.5 on rubric 12-03	
Score 10 on rubric 2-04	
Score 10.5 on rubric 4-04	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

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| <input type="checkbox"/> Y <input type="checkbox"/> N Accommodations | <input type="checkbox"/> Y <input type="checkbox"/> N Linkages/interagency responsibilities | <input type="checkbox"/> Y <input type="checkbox"/> N Supplementary aids and services |
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| <input type="checkbox"/> Y <input type="checkbox"/> N Development of work and other post-high school living objectives | | <input type="checkbox"/> Y <input type="checkbox"/> N Other |

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Support or Related Services: Madalyn will receive speech and language services under the consultative model (SDO4.) The SLP and classroom teacher will work together to help Madalyn learn to use her Dynavox through out her school day. The SLP will meet with the special education teacher and associates	Provider(s): SLP, Teacher, associates Time & frequency/when provided: 60 minutes per month	General education x Special education Community
Total time removed from general education:		

Goal #: 2 Goal Area: Competence in communication (Academic & Functional Literacy) Goal Code: F7

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Hope has various ways of expressing herself. She mainly uses picture symbols, but also uses signs and gestures to communicate her wants and needs. Hope is using her PECS appropriately about 67% of the time. Once she gets into a routine she doesn't use them as much.

Baseline (Describe individual's current performance in measurable terms): 67% of the time

Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance)

Given her existing picture symbols and introducing new ones as needed, Hope will use them correctly and independently 95% of the time.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Weekly progress monitoring and charting by special education teacher and associate

State the district standard and benchmark related to this goal: 2.1 Uses effective verbal, non-verbal, and other forms of communication.

Position(s) responsible for services: Special education teacher Associate

Major milestones or Short term objectives / Dates Expected	Comments / Progress Notes / Dates Achieved
By 12/03, 74% accuracy	
By 3/04, 81% accuracy	
By 6/04, 88% accuracy	
By 10/04, 95% accuracy	

Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____ <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other _____

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Community Experiences - Hope receives monthly community outing experiences to practice and maintain appropriate social skills	Provider(s): Special Education Teacher Time & frequency/when provided: monthly	General education Special education X Community
Specially designed instruction - Hope requires specially designed pre-vocational curriculum in a predictable environment with one on one instruction.	Provider(s): Spec. Ed. Teacher & Associate Time & frequency/when provided: 240 mins./day	General education X Special education Community
Supplementary aides & services - Hope requires adult assistance and supervision daily for transitions,, work completion, behavior management, and physical care.	Provider(s): Spec. Ed. Teacher & Associate Time & frequency/when provided: Daily	General education X Special education Community
Supports for school personnel - The OT will provide the teacher with training the teachers and associates in the application and rationale of sensory diet activities.	Provider(s): Occupational Therapist Time & frequency/when provided: 60 min. training with 15 min. follow-ups	General education X Special education Community
Supports or related services- The SLP will consult with special education teacher on communication needs.	Provider(s): SLP Time & frequency/when provided: 30 mins./month	General education X Special education Community
Support for school personnel - Special education teacher needs to be provided the opportunity for autism training to meet Hope's educational needs.	Provider(s): Special Education Teacher Time & frequency/when provided: as needed	General education Special education Community

Goal #: 2	Goal Area:	Goal Code:
------------------	-------------------	-------------------

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Tyler has met his goal of using 36 words independently. He currently has over 50 words that are used independently. Tyler uses these words primarily for requests. He does not engage in turn-taking independently and waiting is difficult for him.

Baseline (Describe individual's current performance in measurable terms): Tyler uses single words and signs independently but does not engage in turn-taking communication exchanges.

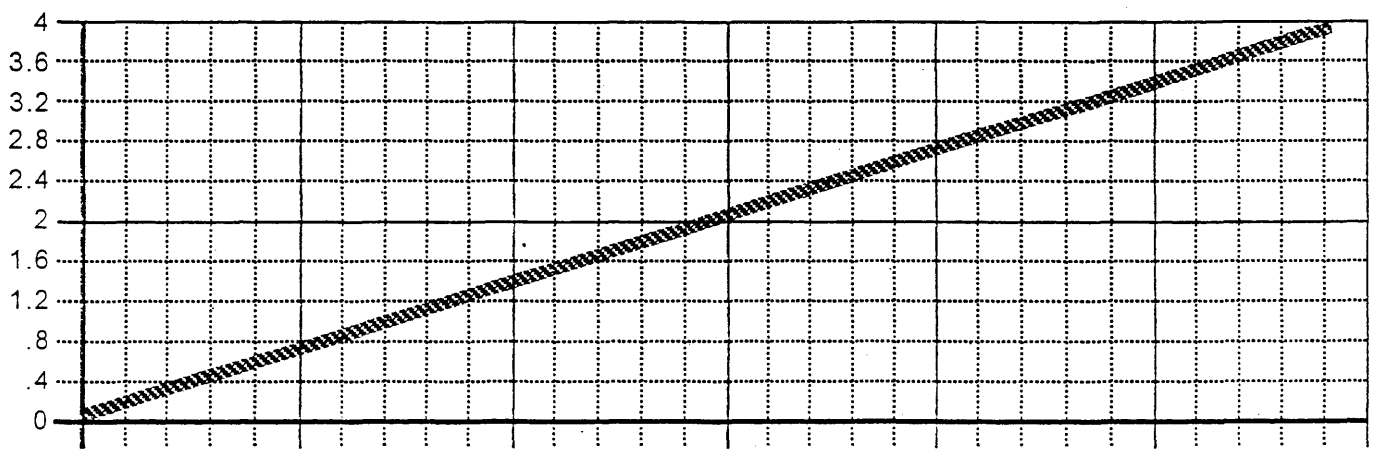
Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance): Given a structured activity, Tyler will complete 4 turn-taking exchanges with a peer or adult using communication (sign or verbal speech) during the activity.

Evaluation Procedures (state how progress will be measured and how often progress will be measured): Mastery monitoring weekly during specific activity. Progress will be reported quarterly.

State the district standard and benchmark related to this goal: The district standard states that students will communicate effectively and clearly through authentic speaking and listening experiences.

Position(s) responsible for services: SLP _____ Special education teacher _____

- Major milestones:**
- | | | | | | |
|----------|-------------------------|-------|----------|-------------------------|------|
| 1. SDO 4 | 1 turn-taking exchange | 6/03 | 3. SDO 4 | 3 turn-taking exchanges | 1/04 |
| 2. SDO 4 | 2 turn-taking exchanges | 10/03 | 4. SDO 4 | 4 turn-taking exchanges | 4/04 |



Progress Report

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5	_____ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other _____

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Community experiences will be provided for Tyler.	Provider(s): Special Education Teacher Time & frequency/when provided: as needed	General education X Special education Community
Daily communication is needed between Childserve and school for Tyler's daily needs.	Provider(s): Special Education Teacher Time & frequency/when provided: Daily	General education X Special education Community
Tyler needs specialized instruction in a structured environment that addresses a functional curriculum.	Provider(s): Spec. Ed. Teacher & Associate Time & frequency/when provided: Daily	General education X Special education Community
Tyler needs teacher associate assistance with daily living skills, including toileting and eating.	Provider(s): Spec. Ed. Teacher & Associate Time & frequency/when provided: Daily	General education X Special education Community
Speech services will be provided consultatively with the teacher during structured activities in the special education room.	Provider(s): SLP and Teacher Time & frequency/when provided: 60 mins./month	General education X Special education Community
Total time removed from general education: 100%		

Goal: #2 Goal Area: Language (Communication)

Goal Code: F7L

Current functioning (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

When provided picture cues, Joey met his goal of making 4 on topic statements throughout his school day. He continues to be distracted easily and needs prompts to make on topic statements. Many statements made are not on topic.

Baseline (Describe individual's current performance in measurable terms): 40% on topic statements per day with visual cues

Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance): When using visual cues (picture, line drawings), and in a structured school setting, (calendar time, office, cafeteria work, speech class) Joey will respond to the communication partner with on topic responses that are 80% appropriate.

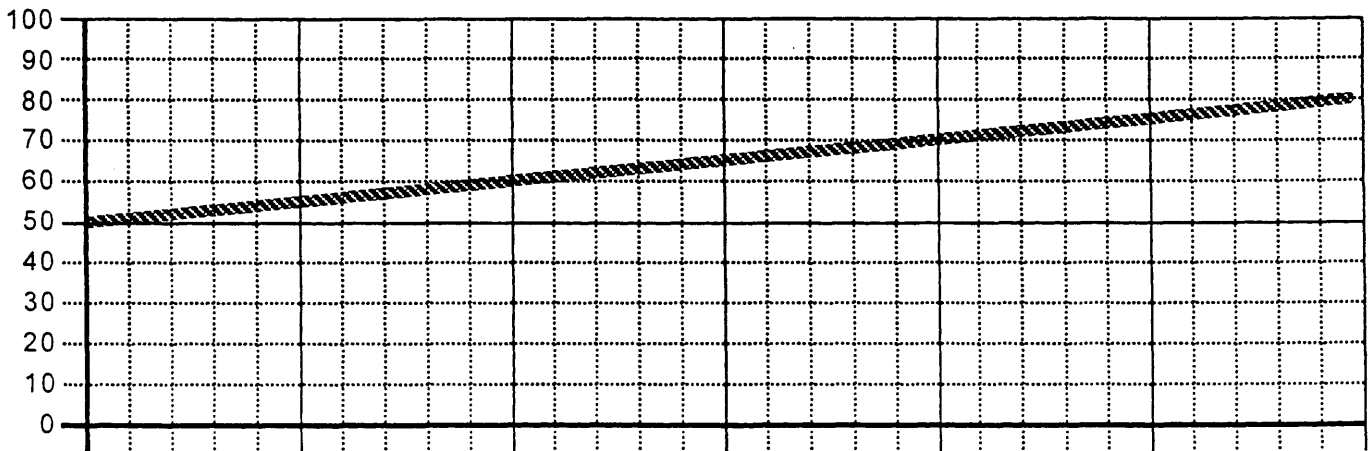
Evaluation Procedures (state how progress will be measured and how often progress will be measured): Monitoring will target appropriateness of response and be charted weekly. Quarterly reporting.

State the district standard and benchmark related to this goal: The district standard states that students will speak clearly and effectively through authentic listening and speaking experiences.

Position(s) responsible for services: SLP

Special education teacher

- Major milestones: 1. SDO 4 50% appropriate 1/04
- 2. SDO 4 60% appropriate 3/04
- 3. SDO 4 70% appropriate 6/04
- 4. SDO 4 80% appropriate 10/04



Progress Report

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_____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	_____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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Special Education Services

Indicate the services, activities and supports that will be provided in order for this individual: 1) to advance towards attaining the IEP goals; 2) to be involved and progress in the general curriculum; 3) by age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning & work); 4) to participate in extracurricular and other nonacademic activities and 5) to be educated and participate with other individuals with disabilities and nondisabled individuals.

- Y N Accommodations
 Y N Linkages/interagency responsibilities
 Y N Supplementary aids and services
 Y N Assistive technology
 Y N Program modifications
 Y N Supports for school personnel
 Y N Community experiences
 Y N Specially designed instruction
 Y N Support or related services
 Y N Development of work and other post-high school living objectives
 Y N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity, or support will occur	Setting
Specially designed instruction - Because of Joey's autism he needs a specially designed curriculum in a small classroom with one on one instruction.	Provider(s): Special Education Teacher Time & frequency/when provided: 240 mins./day	General education - X Special education Community
Supplementary aides and services - Joey needs adult supervision and assistance at all times for safety reasons. He also needs adult assistance with daily living skills, such as eating, toileting, and getting from place to place.	Provider(s): Spec. Ed. Teacher & Associate Time & frequency/when provided: Daily	General education X Special education Community
Community Experiences - Joey receives monthly community outing experiences to gain appropriate and functional social skills.	Provider(s): Special Education Teacher Time & frequency/when provided: monthly	General education X Special education Community
Supports and related services - The SLP and Spec. ed teacher will collaborate in selecting the activities, visual cues, and prompts used to elicit appropriate statements during Joey's school day.	Provider(s): SLP and Teacher Time & frequency/when provided: 120 mins./month	General education X Special education Community
Total time removed from general education:		



Please turn to the
**Service Delivery Options
(SDO)**
Decision Making Guide
in your training manual.

Presented by
Anne Lohmeier, SLP from AEA 11
Laura Agoecs, SLP from Des Moines
Public Schools

Service Delivery Option Decision Making Guide

Once a student is entitled for special education speech/language services, there are a variety of service delivery options, to assist the team in making decisions about the best way to provide service to each student / (see handout). Research indicates that a variety of SDOs support student progress.

1. Decisions are made in regard to the **least restrictive environment (LRE)**, with consideration given to the unique combination of **instruction, providers, and environment** needed to meet the specific needs of each individual.

2. As SDOs are considered for each goal, **4 questions may be asked** based on the information reviewed from our teaching oriented evaluation system:

- ◆ **What** needs to be taught with consideration given to the student's current level of performance and stage of learning?
- ◆ **How** should the instruction be provided?
- ◆ **Who** will be the best provider (or combination of providers) to teach the skill or provide the instruction?
- ◆ **Where** should the instruction take place?

3) Refer to the SDO Decision Making Guide. As you look at each of the SDO's 1-5, You will notice that the same questions to be considered as discussed above is explained in more detail. Always asking the WHAT, HOW, WHO and WHERE questions in that order, to help determine which combinations of SDO's would best meet the needs of an individual student. Keep in mind that our beginning SDO reflects the current level of functioning and that as we establish our milestones we are always working towards transfer and generalization of skills to help the student become more independent and self sufficient in the Least Restrictive Environment.

4) Looking at the first question: **What is the student's stage of learning?** Move across the grid and select each SDO that matches the student's learning stage. Next, answer the second question, **How should the instruction be provided?** This time, only consider the SDO's selected for question 1, narrowing the choices. Look at the third question, **Who should provide the instruction?** Now there should be fewer choices. Finally, the last question will be addressed, **Where should the instruction take place?** Approaching the selection of SDO's in this manner allows the SLP to make decisions based on data.

An entitled speech student will probably be assigned more than one SDO per goal. These options are determined based on changes in his/her skill development or performance acquisition.

VIDEO TRAINING EXAMPLE

Service Delivery Option (SDO) Decision Making Guide

Speech-Language Services

SDO 1: Skillbuilding	SDO 2: Integrated	SDO 3: Co-Teaching	SDO 4: Consultative	SDO 5: 45 day trial out
<p>What is the student's stage of learning?</p> <p>Student is acquiring a skill.</p>	<p>What is the student's stage of learning?</p> <p>Student demonstrates accuracy in skill (75-80%) and is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning?</p> <p>Student is acquiring a skill or is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning?</p> <p>Student is acquiring a skill or is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning?</p> <p>Student has met goal. Maintenance of level of performance is in question.</p>
<p>How should instruction be provided?</p> <p>Student needs more intensive instruction to build accuracy, needs models, corrective feedback and guided practice.</p>	<p>How should instruction be provided?</p> <p>Student needs to build fluency, needs multiple practice opportunities across multiple environments, needs less instruction on target skill, concept or strategy and needs independent practice.</p>	<p>How should instruction be provided?</p> <p>Student needs instruction as indicated in skillbuilding or integrated options.</p> <p>Support is provided to the student as a combined effort between the SLP and other provider(s).</p>	<p>How should instruction be provided?</p> <p>Student needs instruction as indicated in skillbuilding or integrated options.</p> <p>The SLP acts in an assistive role to the primary service provider. The SLP helps to monitor student progress, make instructional decisions, provide demonstrations and assist with materials.</p>	<p>How should instruction be provided?</p> <p>A maintenance goal is written and monitored to ensure that the skill can be maintained without intervention, given appropriate accommodations.</p> <p>After 45 days, a decision should be made regarding the termination or continuation of services.</p>
<p>Who should provide instruction?</p> <ul style="list-style-type: none"> • SLP 	<p>Who should provide instruction?</p> <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher • Parent • Other 	<p>Who should provide instruction?</p> <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher • Parent • Other 	<p>Who should provide instruction?</p> <ul style="list-style-type: none"> • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Other 	<p>Who should provide instruction?</p> <ul style="list-style-type: none"> • SLP (monitoring role)
<p>Where should instruction take place?</p> <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings • Home • Community 	<p>Where should instruction take place?</p> <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings • Home • Community 	<p>Where should instruction take place?</p> <ul style="list-style-type: none"> • Classroom • Other educational settings • Home • Community 	<p>Where should instruction take place?</p> <ul style="list-style-type: none"> • Classroom • Other educational settings • Home • Community 	<p>Where should instruction take place?</p> <ul style="list-style-type: none"> • Classroom • Other educational settings • Home • Community

**Decisions are made in regard to the least restrictive environment.

** A variety of SDOs should be implemented based upon changes in skill development or performance acquisition.

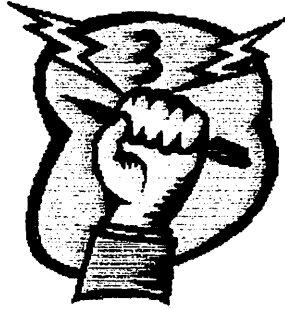
Service Delivery Option (SDO) Decision Making Guide Speech-Language Services

SDO 1: Skillbuilding	SDO 2: Integrated	SDO 3: Co-Teaching	SDO 4: Consultative	SDO 5: 45 day trial out
<p>What is the student's stage of learning? Student is acquiring a skill.</p>	<p>What is the student's stage of learning? Student demonstrates accuracy in skill (80% or higher) and is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning? Student is acquiring a skill or is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning? Student is acquiring a skill or is building fluency or working on generalization of a skill.</p>	<p>What is the student's stage of learning? Student has met goal. Maintenance of level of performance is in question.</p>
<p>How should instruction be provided? Student needs more intensive instruction to build accuracy, needs models, corrective feedback and guided practice.</p>	<p>How should instruction be provided? Student needs to build fluency, needs multiple practice opportunities across multiple environments, needs less instruction on target skill, concept or strategy and needs independent practice.</p>	<p>How should instruction be provided? Student needs instruction as indicated in skillbuilding or integrated options. Support is provided to the student as a combined effort between the SLP and other provider(s).</p>	<p>How should instruction be provided? Student needs instruction as indicated in skillbuilding or integrated options. The SLP acts in an assistive role to the primary service provider. The SLP helps to monitor student progress, make instructional decisions, provide demonstrations and assist with materials.</p>	<p>How should instruction be provided? A maintenance goal is written and monitored to ensure that the skill can be maintained without intervention, given appropriate accommodations. After 45 days, a decision should be made regarding the termination or continuation of services.</p>
<p>Who should provide instruction? • SLP</p>	<p>Who should provide instruction? • SLP • Special ed teacher • Regular ed teacher • Parent • Other</p>	<p>Who should provide instruction? • SLP • Special ed teacher • Regular ed teacher • Parent • Other</p>	<p>Who should provide instruction? • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Other</p>	<p>Who should provide instruction? • SLP (monitoring role)</p>
<p>Where should instruction take place? • Speech room • Classroom • Other educational settings • Home • Community</p>	<p>Where should instruction take place? • Speech room • Classroom • Other educational settings • Home • Community</p>	<p>Where should instruction take place? • Classroom • Other educational settings • Home • Community</p>	<p>Where should instruction take place? • Classroom • Other educational settings • Home • Community</p>	<p>Where should instruction take place? • Classroom • Other educational settings • Home • Community</p>

** Decisions are made in regard to the least restrictive environment.

** A variety of SDOs should be implemented based upon changes in skill development or performance acquisition.

Complete the Self-Assessment Tool!



Please turn to your
Iowa Service Delivery
Model Self Assessment
Matrix
in your manual.

Presented by
Melissa Benning, SLP - AEA 267

Iowa Service Delivery Model Self Assessment Instructions

Purpose:

The Iowa Service Delivery Model Self-Assessment was developed to provide speech-language pathologists with a way to gain an overview of the service they are providing within their caseload. The SDM Self-Assessment was designed to provide a way to examine trends in service to students on IEPs.

The SDM Self Assessment looks at how assessment, IEP objectives, service delivery options, providers, instruction, environment and scheduling are provided within a framework of traditional, transition, consultative and monitoring interventions. The Iowa Service Delivery Model Self Assessment is not meant to be an evaluative tool, but a "snap shot" in time of current practices. It can be used for guiding professional growth and for making caseload decisions.

Instructions:

Step 1. Using a roster of your caseload, rate each individual on the seven areas listed on the left side of the self-assessment. To do this, the SLP determines which type of intervention (traditional, transition, consultation, monitoring) is being provided for each phase of serving students (assessment, IEP objectives, SDO, provider, instruction, environment, and scheduling). See examples 1 and 2.

Step 2. Using the results from Step 1, determine the type of intervention predominately provided for the individual. If there is not a clear-cut trend choose the type of service that occurs most frequently or obtain an average. An overview form for the Iowa Service Delivery Model Self-Assessment has been provided to summarize the predominant type of service provided for each student (see example 3).

Step 3. After completing the summary form, the SLP can determine the percent for each intervention type by dividing the number for each type by the total number of their caseload. (See example 4).

Step 4. Once you have compiled your data for your caseload, reflect on these questions:

1. What kind of interventionist am I?
2. Do the services I provide tend to fall in the same areas?
3. Are there areas that I never use? If so why?
4. Could some of the children I work with benefit from a different type of service delivery?
5. What obstacles prevent me from providing different service delivery options?
6. When providing services, do I move along a continuum or do I tend to stay in the same type of delivery model throughout intervention?
7. Do I need more training to learn to use a variety of service delivery options?

Name: _____

AEA/District: _____

Date: _____

Iowa SDM Self Assessment

	Traditional Interventionist	Transition Interventionist	Consultative Interventionist	Monitoring Interventionist
Assessment	Identification of problems using standardized tools	Classroom expectations guide evaluation tasks: combination of standardized and descriptive evaluation/dynamic assessment	Curriculum-based evaluation; continuous evaluation of successful or unsuccessful interventions	Evaluation of successful use of communication skills
EP Objectives	Goals based on results from standardized tools	Goals based on results from standardized/descriptive evaluations and reflect district's standards and benchmarks	Goals based on results from curriculum-based evaluation and reflect district's standards and benchmarks	Previous goals are monitored for maintenance of skills
SDO	Use of SDO 1	Use of SDO 1, 2, and 3	Use of SDO 4	Use of SDO 5
Provider	SLP- Primary Provider SLP plans and implements lessons to meet students' needs	SLP/Cooperating Provider SLP and teacher(s) cooperatively plan and implement lessons to meet students' needs	SLP/Assisting Provider SLP assists other provider(s) in meeting students' needs	SLP/Monitoring Provider SLP monitors students' maintenance of skills
Instruction	Skill building using clinical methods/materials different from general education	Clinical materials, curricula materials, and instructional strategies may be used to enhance student performance	Curricula materials and instructional strategies are used to enhance student performance	Accommodations, modifications and adaptations in place
Environment	Speech room	Speech room, various school settings, home, community and/or work sites	Various school settings, home, community and/or work sites	Various school settings home, community and/or work sites
Scheduling	Traditional scheduling set for each student	Traditional scheduling/flexible scheduling	Flexible scheduling	Flexible schedule that includes periodic monitoring

Iowa SDM Self Assessment Caseload Chart

Names	Assessment	IEP Obj.	SDO	Provider	Instruct.	Environ.	Schedule	
1 Billy W.	Trans	Trans	Trad	Trad	Trad	Trad	Trad	Tradition Transition Consultati Monitorin
2 Susie S.	Tran	Trans	Trans	Trans	Cons	Cons	Trans	Traditiona Transition Consultati Monitorin
3								Traditiona Transition Consultati Monitorin
4								Traditiona Transition Consultati Monitorin
5								Traditiona Transition Consultati Monitorin
6								Traditiona Transition Consultati Monitorin
7								Traditiona Transition Consultati Monitorin
8								Traditiona Transition Consultati Monitorin
9								Traditiona Transition Consultati Monitorin
10								Traditiona Transition Consultati Monitorin
11								Traditiona Transition Consultati Monitorin

SDM Self Assessment Examples 3 & 4

Example 3

Caseload List

1 Billy W.	Traditional
2 Susie S.	Transition
3 John J.	Transition
4 Andy W.	Traditional
5 Mary J.	Traditional
6 Kelly B.	Monitoring
7 Danny M.	Traditional
8 Jenny L.	Traditional
9 Thomas C.	Consultative
10 Ashley W.	Monitoring
11 Amy C.	Transition
12 Zachary B.	Traditional
13 Shelly B.	Transition
14 Alex S.	Traditional
15 Diane A.	Transition
16 Michael S.	Transition
17 Sally R.	Consultative
18 Colby R.	Transition
19 Ryan M.	Monitoring
20 Angie A.	Traditional

Example 4

Total # for each type of intervention		Total # on caseload
Percent per intervention type		
Traditional Interventionist:	8	20
40%		
Transition Interventionist:	7	20
35%		
Consultative Interventionist:	2	20
10%		
Monitoring Interventionist:	3	20
15%		



Please review the
Iowa Service Delivery Model
Self Assessment
Forms
in your manual.

APPENDIX

IOWA SERVICE DELIVERY MODEL-REVISED, 2004
Service Delivery Options (SDOs)

Intervention Plan	SDO 1 Skill building	SDO 2 Integrated	SDO 3 Co-teaching	SDO 4 Consultative	SDO 5 45 Day Trial-Out (Monitor only)
Provider: <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher • Parent • LEA staff • SL Assistant (supervised by SLP) • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP (primary provider) • SL Assistant (supervised by SLP) 	Provider: <ul style="list-style-type: none"> • SLP (primary provider) • Special ed teacher • Regular ed teacher • Parent • Paraprofessional • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP • Special ed teacher • Regular ed teacher 	Provider: <ul style="list-style-type: none"> • SLP (assistive role) • Special ed teacher • Regular ed teacher • Parent • Site coordinator 	Provider: <ul style="list-style-type: none"> • SLP (monitoring role)
Instruction: <ul style="list-style-type: none"> • Written intervention plan completed • Specific intervention selected, monitored, and evaluated to determine student needs • Used as pre-referral, prevention, modeling for staff/provider training, strategy training, modification of the educational environment, or short term delivery of skill building, integrated, or consultative model 	Instruction: Implement intervention: Teach skill Provide drill Prompt Cue Elicit Model Reinforce Modify Accommodate Teach self-regulation Individual or group instruction provided	Instruction: <ul style="list-style-type: none"> • Enhance carryover/generalization of communication skill from skill building level • Functional integration of established communication skill within the classroom, home, or community • Inform teachers of expectations to use communication skill • Implement modification or accommodation as needed to maintain skill in classroom, home, or community 	Instruction: <ul style="list-style-type: none"> • Preplanned lessons by SLP/regular/special education teacher • Integration of target communication skills for group lesson • Alternate turns being lead instructor • Rotate between small or large groups 	Instruction: <ul style="list-style-type: none"> • Regularly scheduled contact/monitoring • Goals/objectives/milestones written by SLP • Brief demonstration teaching and materials provided by SLP • Monitoring of progress for goals/objectives by the service provider or SLP • Continuous evaluation of successful or unsuccessful intervention 	Activity: <ul style="list-style-type: none"> • Regularly scheduled contact/monitoring • Goals/objectives written by SLP • Monitoring of progress for goals/objectives by the SLP • Evaluation of successful use of communication skills • Dismissal or change in service model is considered upon completion of specified time period
Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Classroom 	Environment: <ul style="list-style-type: none"> • Speech room • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community 	Environment: <ul style="list-style-type: none"> • Classroom • Other educational settings (lunchroom, playground, art, music, or gym) • Home • Community

Definitions

Intervention Plan-*An intervention is selected, monitored and evaluated to determine if the student can learn the target skill with structured assistance, needs structured assistance to successfully maintain the skill, or fails without the structured assistance in the classroom, home, or community*

Skill building-*Skill building is used for students learning a new skill, needing more intensive instruction, requiring drill and practice, and shaping through progressive approximation by a professionally trained SLP*

Integrated-*A communication skill has been trained but needs to be integrated and generalized to functional settings of the classroom, home, or community*

Co-teaching-*Skill building and generalization is taught to the student as a combined effort between the SLP and the regular/special education teacher*

Consultative-*Skill building occurs but a different provider other than the SLP guides the meaningful change and development of target communication skills*

45 Day Trial-Out (Monitor only)-*The communication skill has been trained and maintenance of the skill is routinely evaluated without intervention from any provider (SLP, teacher, parent, etc.)*

***** Ongoing consultation and collaboration occurs between the SLP, teacher, parents and other providers at each SDO .**

SDOs	SDO 1 SDO 2 SDO 3	SDO 2 SDO 3 SDO 4	SDO 5
Instructional	Skill Builder Acquisition Level	Fluency Building	Proficiency/Fluency Instruction
Student Characteristics	The student is at the acquisition (skill building) level of instruction. The student demonstrates inconsistent performance with a low frequency of correct answers. The student needs much direct teaching. Typically, short frequent sessions are best.	The student demonstrates more consistent performance. Student needs extensive practice. Less direct instruction is required. The student demonstrates a midlevel frequency of correct performance.	The student demonstrates very consistent and correct performances. The goal or aim has been achieved.

Service Delivery Options - Matching the SDO to Student Need

SDO 1 Skillbuilding	SDO 2 Integrated	SDO 3 Co-teaching	SDO 4 Consultative	SDO 5 45 day trial out
<p>Student is in acquisition stage of learning. The student needs to build accuracy, needs models, corrective feedback, guided practice.</p>	<p>Student is in fluency stage or generalization (transfer) stage of learning. The student is accurate (80% or higher), needs to build fluency, needs multiple practice opportunities across multiple environments, needs less instruction on target skill, concept, or strategy and needs independent practice.</p>	<p>Student could be in acquisition, fluency, or generalization stage of learning.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Is the basic content of the curriculum appropriate for the target student?" • How much and what types of modifications will the student need to benefit from the general education curriculum? (Is it realistic to make those modifications?) • Does the student require direct instruction or intervention that is different from instruction the other students receive? • Is the overall climate in the room appropriate for multilevel instruction? • Would other students benefit from modifications in the curriculum or instruction? 	<p>Student could be in acquisition, fluency, or generalization stage of learning.</p>	<p>Student has met goal. Maintenance of level of performance is in question.</p>

<p>Teaching for accuracy (Acquisition Instruction)</p> <ul style="list-style-type: none"> • Extensive explanation • Modeling and demonstration • Ask about strategies and concepts • Do not emphasize answers • Use elaborate correction procedures • Use only guided and controlled practice • Have student complete partially worked items 	<p>Teaching for Mastery (Fluency Instruction)</p> <ul style="list-style-type: none"> • Review • Emphasize answers • Ask many questions • Praise fluent work • Do not use correction procedures • Drill and practice • Independent practice <p>Automaticity (Generalization and transfer instruction)</p> <ul style="list-style-type: none"> • Explain how existing skills can be generalized • Teach related vocabulary • Ask how existing skills can be modified • Use elaborate corrections when generalization or transfer fails to occur • Use "real world" examples • De-emphasize classroom specific tasks 	<p>Types of co-teaching arrangements</p> <ul style="list-style-type: none"> • Teach and monitor • Parallel teaching • Station teaching • Team teaching 	<p>Role of service provider (assistive role)</p> <ul style="list-style-type: none"> • Maintain contact with teacher/parent • Monitor goal as needed and help teacher/parent make instructional decisions • Demonstration lessons, if needed • Assist with materials, if needed 	<p>Role of service provider</p> <ul style="list-style-type: none"> • Regularly scheduled monitoring or goal • Dismissal or change in service delivery options is considered at end of specified period.
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Co-Teaching: Selecting the Best Approach

Co-teachers can use one of several approaches to present their lessons. Here are descriptions of co-teaching arrangements.

Teach and Monitor - One of the most common approaches is for both teachers to be in the classroom during instruction, but one of them takes primary responsibility for lecturing or presenting the lesson. The teacher helps monitor performance of students and provides additional assistance to those who need it. This approach does not require as much advanced planning as other approaches and is simple to implement. Teachers should alternate roles regularly.

Variations of this approach are **Speak and Chart** or **Speak and Add**. With **Speak and Chart** one teacher lectures while the other writes the outline or notes on the chalkboard. With **Speak and Add** one teachers lectures while the other one jumps in to add or clarify points from time to time.

Parallel Teaching - Both teachers co-plan the lesson, they split the class, and each delivers the lesson to a smaller group at the same time. Parallel teaching might also require parallel curriculum, that is, both educators teach a similar topic but one teacher teaches a more advanced level than the other one. For example, after reading a story to the entire class, one educator takes the highest achievers and works on a dramatization of the story, while the other teacher works with the other students on vocabulary meaning and retelling the story sequence.

Station Teaching - A third method of co-teaching is Station Teaching. This approach occurs when teacher's co-plan instructional activities that is presented in "stations" or learning centers. While the teachers are stationed at some of the centers, others require independent work or involvement of peer teachers or associates. Each station presents a different aspect of the lesson and allows teachers to work with small groups of students. This way, each educator works with all students in the class as they rotate through the station.

Team Teaching - This is often used as a synonym for co-teaching. Typically it involves assigning a special educator to a grade-level team and assumes primary responsibility for all students with special needs at the assigned grade level. The special educator meet regularly with grade level teams to discuss common issue with team members. The special educator moved in and out of the classroom at that grade level to co-teach as needed, to adapt materials or sometimes to present a special lesson. The teaming processes to manage such a team are extensive.

From: Dettmer, P., Dyck, N., and Thurston, L.(1999) *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn and Bacon.

When is Co-Teaching the Appropriate Service Delivery Option?

Which students?

There is no exact formula, but experience suggests several questions are worth asking and thinking through:

1. Is the basic content of the curriculum in the general education class appropriate for the target student student?
2. How much and what type of modifications/accommodation and support will the student require to benefit from the general education curriculum? (i.e. is it realistic to make this level of accommodation in this general education classroom?)
3. Does the student require direct intervention or instruction that is entirely different from the instruction other students receive?
4. Is the ecology - the overall atmosphere of the classroom appropriate for diverse learners? (i.e. differentiation of instruction is the norm).
5. Would other students possibly benefit from modifications in curriculum or instruction? (i.e. student diversity suggests more instructional/curricular options would be helpful for more than just the special education students.

Which teachers?

Again there is no formula, but the experience of hundreds of co-teachers across the country suggests that co-teachers need to have certain skills/attitudes:

Flexibility
People skill
Sense of humor
Good listener
Openness to other views
Willing to try new things

In addition, most report that it's very helpful if the co-teaching is voluntary, it is in the words of co—teacher "like a marriage

Other questions to consider:

1. To what extent am I willing to let someone else carry out teaching tasks at which I am particularly skilled?
2. How willing am I to allow a colleague to see aspects of my teaching in which I am not particularly skilled?
3. To what degree do I believe that there is more than one right way to carry out? almost any one teaching/learning task or activity?
4. How willing am I to tell a colleague when I disagree about an issue or have a concern?

***The Changing Role of the
Speech-Language Pathologist
Revised 3/12/04***

A. THE EVOLUTION OF THE PUBLIC SCHOOL SPEECH-LANGUAGE PATHOLOGIST'S ROLE IN IOWA.

I. PAST ROLE AND DEFINITIONS:

1970's Specialist Role—Speech Pathologist

To identify and serve children from age 0 through grade 12 who require special education services.

(Placement oriented)

1980's Expert Role—Speech-Language Pathologist

To identify and serve children from birth through twenty-with a focus on language and pragmatics.

(Language oriented)

1990's Collaborative-Consultative Role--SLP

To provide school improvement leadership and services to schools to enable every learner to perform at higher education levels.

(Teaching oriented)

II. PRESENT DEFINITION:

2004—Facilitator of the Service Delivery—School Based SLP

To use instructional decision making to determine student's communication needs to meet curricular demands and design curriculum-based goals and objectives.

(Outcome oriented)

B. WHY WAS OUR ROLE REDEFINED?

I. The impact of No Child left Behind Act of 2001 (NCLB) influences our role working with students with disabilities:

- Continuing and increasing link with general curriculum
- Increased emphasis on accountability, i.e. academic outcomes
- Increased pre-referral involvement
- Students with disabilities must demonstrate “adequate yearly progress” according to state benchmarks
- IEP progress will not be acceptable to represent AYP
- IEPs will need to reflect student needs in relationship to general education benchmarks
- District and state benchmark expectations
- Assist teachers identifying where and why a student is struggling (greater collaboration)
- The use of researched based intervention efforts to facilitate remediation of target skills
- Relevant data collection to document the success of intervention efforts

II. Three key elements of IDEA 97 have influenced our role change:

1. **Strengthening the role of parents:** Parents must have the opportunity to be involved in any and all meetings with respect to the identification, evaluation, and educational placement of their child.
 - In regard to speech referrals of school aged students, we are asking the classroom teacher to make the first contact with parents to explain how that particular communication skill impacts their child's success in the classroom.
 - When teachers initiate the parental contact, this begins the SLP's involvement with the problem solving process.

2. **Evaluation information must be directly tied to enabling the child to be involved in and progress in the general curriculum.**
 - Whenever the SLP, teacher, parent and other team members are formulating assessment questions, designing general education interventions or designing speech-language programs, we must always think of how the communication skill of concern will impact that student in academics or social situations. This link is vital for the motivation to work on improving that skill and for the possibility of generalizing those skills back to the general education environment whether that be school, home, or job site
 - General education interventions are the link between special education and general education.
 - Communication skills are not just within the learner. In school and other educational environments, learning is the interaction between the learner, the curriculum, instruction and environment. In the home, learning is the interaction between the child, the environment, and significant others.
 - Our evaluation procedures, goals and instructional strategies must reflect this interaction or the gap between the student's communication skills and peers will continue to widen.
 - The use of Dynamic Assessment and/or Curriculum Based Evaluation links communication assessment and instruction to the curriculum. It also allows us to determine the student's current level of functioning and potential for change according to the district's standards, benchmarks and grade level outcomes.

3. **Least Restrictive Environment**
 - IDEA 97 clearly states: to the maximum extent appropriate children with disabilities are to be educated with general education children removal of children with special needs from the regular education environment occurs **ONLY** if the nature and severity of the disability is such that accommodations and modifications cannot be successfully achieved in the general education environment.
 - Information must show that a general education intervention plan was completed and that the child can not be successful in the classroom or general environment without special assistance or the level of assistance is more than can be provided in the general environment.

OVERALL GOAL OF IDEA 97

To build bridges between general education and special education; plays a huge role in service delivery

C) SERVICE DELIVERY OPTIONS (SDOs)

Once a student is entitled for special education services, which includes Speech and Language, there are a variety of service delivery options, which allow the team to make decisions about the best way to provide service to each student. (See handout) Research indicates that a variety of SDOs support student progress. (Blosser, Jean L. & Kratcoski, Annette: PACs: A Framework for Determining Appropriate Service Delivery Options, Language, Speech and Hearing Services in Schools: volume 28.)

1. Decisions are made in regard to the least restrictive environment (LRE), with consideration given to the unique combination of providers; instruction and environment needed to meet the specific needs of each individual.

2. As we consider each of the SDOs, we ask the following 4 questions based on the information gathered from our teaching oriented evaluation system:

What needs to be taught with consideration given to the student's current level of performance and stage of learning?

How should the skill be taught?

Who will be the best person (or combination of people) to teach the skill?

Where will the instruction take place?

An entitled speech student will probably be assigned more than one SDO per goal. These options are determined based on changes in his/her skill development or performance acquisition.

IOWA SERVICE DELIVERY MODEL

DEFINITION OF TERMS

Intervention Plan: An intervention is selected, monitored and evaluated to determine if the student is able to learn a target skill with structured assistance and whether that skill can be successfully maintained without that structured assistance in the classroom, home or community.

SDO 1: Skill Building: Skill building is used for students learning a new skill, needing more specific and intensive instruction, requiring drill, practice and shaping through progressive approximation by a professionally trained SLP. Skillbuilding can be provided in **any environment** that lends itself to guided and controlled practice opportunities.

SDO 2: Integrated: A communication **skill has been trained but needs to be integrated and generalized to functional settings** of the classroom, home, or community. Providers may include SLP, special and/or regular education teacher, parents and others having a significant impact on the child's daily communication.

SDO 3: Co-Teaching: Skill building and/or generalization is taught to the student as a **combined effort** between the SLP, regular education teacher, support teacher, special education teacher, or parent. **Regularly scheduled co-planning, shared goals, shared materials and shared responsibilities between providers is critical and necessary.**

SDO 4: Consultative: Skill building or generalization occurs but a **different provider other than the SLP** implements the meaningful change and development of target communication skills. The SLP assumes an **assistive role** in monitoring, providing materials, model teaching, etc.

SDO 5: 45 Day Trial Out (Monitor Only): Proficiency /Fluency Level The communication skill has been trained but **maintenance of the skill is questioned.** A maintenance goal is written and monitored **without intervention from any provider** (SLP, teacher, parent etc.) to ensure proficiency level.

- the student demonstrates very consistent/correct performances
- the goal has been achieved and dismissal is being considered

Consultation is expected and required as a necessary part of each of the SDOs.

SKILL BUILDING/ACQUISITION LEVEL IS BEST ACHIEVED THROUGH THE USE OF SDOs 1, 3, 4

- the student demonstrates inconsistent performance with a low frequency of correct answers.
- needs a great deal of direct teaching, corrective feedback and modeling
- short and frequent sessions are best at this level

FLUENCY BUILDING/GENERALIZATION IS BEST ACHIEVED AT SDO 2, 3, 4

student demonstrates more consistent performance

- continues to need extensive practice
- less direct instruction is needed
- demonstrates a mid level frequency of correct performance

D) FLEXIBLE SCHEDULING

One of the most difficult parts of an SLP's job is the process of scheduling. Since individual students on an SLP's caseload will all be receiving service under different types of SDOs, it is necessary for the SLP to use a flexible scheduling process. It is safe to say that SLP's schedules will change monthly and sometimes weekly. It is critical that the SLP be able to meet the IEP minutes per month requirements for students. Included in those minutes are planning and collaboration time with teachers, classroom observations targeting your IEP student, and times spent in the IEPchild's classroom demonstrating strategies, lessons, cues and prompts. SLPs must have regularly scheduled time available to:

1. Consult/collaborate with teachers to plan lessons to link instruction to the curriculum and grade level outcomes, modify curriculum, design intervention plans and problem solve
2. Complete screenings and evaluations
3. Attend Building Assistance Teams (BAT), meetings and staffings, annual reviews, and parent-teacher conferences.
4. Make classroom observations to:
 - monitor student progress
 - become more familiar with curriculum expectations and classroom routines
 - observe opportunities for students to practice their targeted communication skills within the regular classroom
5. Demonstrate strategies and/or cueing techniques
6. Attend staff development meetings

BRINGING WORDS TO LIFE
ROBUST VOCABULARY INSTRUCTION

Isabel Beck et.al. 2002

HOW DO I TEACH VOCABULARY?

CHOOSING WORDS TO TEACH

Amelia Earhart by Wil Mara

List all the words that you think will be unfamiliar to the student.

Soldiers, pilot, famous, passenger, greeted, parade, disappeared, prove, amazing, brave

Which are Tier Two words?

Pilot, famous, passenger, greeted, disappeared, prove, amazing, brave

Which Tier 2 words are most necessary for comprehension?

Pilot, disappeared, prove, amazing

BASIC INSTRUCTIONAL ROUTINE FOR INTRODUCING WORDS AS TARGETS IN READ ALOUDS

- 1) Write the words on word cards or the chalkboard and pronounce the words as you present them to the students.

Pilot, disappeared, prove, amazing

- 2) Explain that we will be learning the meanings of these words as we read the story. These will be our "magic words."

- 3) Read the words again, having the students repeat them after you.

Pilot, disappeared, prove, amazing

- 4) Read the story.

As you read, bring attention to the new words as you encounter them. Let's call them our "Magic Words." Invite students to raise their hands each time they hear one of the magic words.

Pilot, disappeared, prove, amazing

5) Contextualize the word as you read the story.
*Amelia took her first ride in an airplane. After that she knew she wanted to be a pilot.
On July 2nd, their plane disappeared near Howland Island.
Amelia Earhart proved that a person can do amazing things if they are brave enough.*

6) Have the students say the words with you as you read them in context.

Pilot, disappeared, prove, amazing

Have the students repeat the words again.

7) Provide a student- friendly explanation of the word.

Pilot = someone who flies a plane

Disappeared = can't see it any more

Prove = if someone doesn't believe you, you have to show them

Amazing = someone or something that is so good you can hardly believe it

10) Provide examples of the word used in contexts different from the story context.

The helicopter pilot landed on the roof of the hospital.

It is amazing how a ghost can disappear.

I will prove that I am wearing black socks.

I am amazed at how quickly Mrs. Hinze's first graders are learning to read.

11) Engage the children in activities to interact with the new words.

EXPERIENCES WITH THE WORDS

1) Generate examples.

Pilots go to school to learn how to fly planes.

Prove that you can read the "magic" words today.

A magician can make things disappear.

I was amazed when my husband went skydiving.

- 2) Answer questions/Giving reasons- must get students beyond simple regurgitation and memorization. They need to process the meaning in order to create their own connections and build understanding.

What are some kinds of aircraft a pilot might fly?

How can you prove how smart you are?

Can you tell about a time you saw something disappear?

What amazes you?

Choices- Examples and Non-examples

Let's play "Thumbs Up-Thumbs Down."

If I say something that has relates to a pilot - thumbs up! If not, thumbs down!

Pilot must have training + drives a boat- must have good eyesight + Can fly a jet + knows how to parachute + flies planes in wars+

Prove = you are missing teeth + you love pancakes + you are telling the truth+ Hannah is your friend + Tristan lost your pencil- that the germs from your desk made you sick-

Disappear = fog+ ice on my windshield + food on your plate+ you in this classroom - the "magic words" on the chalkboard - +

Amaze = how well you can read + people who are so brave that they do things most of us wouldn't or couldn't + 911+ that Mrs. Hinze is frustrated when students aren't good listeners - that your dog can be lost and find their way back home +

Post the book cover and the targeted vocabulary on the wall or chalkboard. This prompts the student and teacher to use the words.

* Incorporate the words into daily language.