

## Agenda • Defining the Relationship between Report Writing and IEP Development · Components of a Rich Report · Principles of Good Report Writing · Going from Summary Recommendations to IEP

Introduction

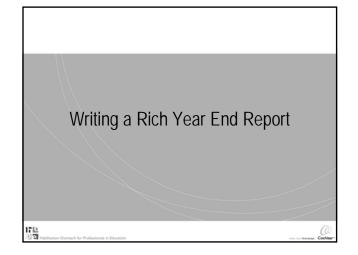
Objectives

Discussion

# Defining a Relationship between Report Writing and IEP Goal Development

- IEPs require a statement of current level of function
- That statement may be best supported by the year end report generated by the teacher, speech language pathologist and other team members
  - school practices vary with regard to the timing of IEP goal writing
  - best practice may call for the consideration of IEP development after timely report writing

development and timely report writing



#### Components of the Report

- · Objective assessment results
- · Report of observation in naturalistic environments
  - Identify general skill level
  - Provide rich description or examples to support observations
- · Summary of impressions of overall skill
  - Make sure to include multiple points of reference
  - Keep a whole child focus
- Recommendations



#### Report Component: Objective Assessment

- Speech language pathologist
  - Standardized assessment
    - audition
    - language
    - speech
- Data from intervention
- Teacher of Deaf Children
  - Standardized tests of achievement
  - Authentic content assessment

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## Report Component: Observational Assessment

- Speech Language Pathologist
  - Consider conversational exchanges when transitioning between therapy and classroom
  - Note skills demonstrated in down time between activities
  - Make observations in the classroom



## Report Component: Observational Assessment

- · Teacher of Deaf Children
  - Observe peer to peer conversations
  - Seek evidence of communication skills in settings other than the classroom
  - If applicable, note parent-child interaction during drop off and pick up
  - Record demonstration of skills in the natural setting

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# Observational Assessment: Tips for Optimization

- · Be specific about what you are looking for
- Be sure to look for evidence of the proximal developing skill
- Get assistance for recording spontaneous utterances in a variety of situational contexts



## Tips for Optimization: Be Specific

- In an effort to organize your observations, it may be helpful to designate a particular day or period of time in which you systematically focus on observation of
  - auditory skills
  - speech skills
  - language usage
- Be open to noting a skill that may not be your area of focus for the designated time period
- Implement or develop checklists to help record evidence of observed skills
- Be sure to record communicative intent or other information that specifies when/where the child demonstrates the skill

#### Tips for Optimization: Note the Proximal Skill

- Based on the concept of Vygotsky's Zone of Proximal Development, noting a child's errors may assist in identifying the next or proximal skill that may be targeted as an IEP goal
  - For example, a child may say "I no want that" indicating that he has the concept of negation but not the correct (contracted) negative form "don't"



# Tips for Optimization: Seek Assistance

- One of the most difficult tasks is to record spontaneous language utterances while managing an activity
- It is an ideal time for collaboration between teacher and SLP through either a push in service by the SLP or an observation of the pull out session by the teacher
- Alternatively, engage a teacher's assistant in recording prompted and spontaneous utterances during an instructional activity



# Report Component: A Summary of Impressions

- Integrate results on objective assessments and subjective observations
- Broaden the discussion to include a functional interpretation of demonstrated skills
  - Establish multiple points of reference
- Consider communication skills in light of age appropriate social/emotional development

Keep in mind that impressions should reflect a "whole child" focus rather than simply restating isolated skills

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#### Integrate Results

- When a number of specific assessment tools have been administered, it is encumbent upon the speech & hearing professional to provide a cohesive statement of a child's ability at the time of evaluation
  - Auditory skill level and functional listening
  - Vocabulary, syntax and pragmatics
  - Articulation and intelligibility

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## Establish Multiple Points of Reference

- Be sure to recognize a child's progress:
  - Relative to past performance
  - Relative to other children with implants
  - Relative to typically developing peers



#### Consider the Whole Child

- A good assessment will record a child's strengths not simply focus on deficits
- Describing a child's affect, interests and behavior during evaluation will give a more complete picture of the child

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## Report Component: Recommendations

- · Recommendations include:
  - statements of need for services
  - identification of priority of needs
  - approaches to services delivery
  - methods to achieve subsequent skill development



### Food for Thought

- Be sure to consider the role that the Cochlear Implant Center professionals can play in the IEP Process
  - Contributing assessment results
  - Making recommendations for services
  - Providing descriptions of an educational environment that will support the child's use of the implant
  - Prioritizing goals to be addressed
- Some Implant Centers have educational consultants that may provide assistance in specific IEP goal writing



# Using Report Recommendations to Drive IEP Goal Development

#### Auditory

- Observational Assessment. Patrick was observed to successfully follow directions only when in structured settings or within routines
- Recommendation: Patrick should work to improve comprehension of known language in more natural settings
- IEP Goal:
  - Patrick will follow directions containing 3 to 5 key words when obligated during group activities in the classroom 4 of 5 times

### Auditory

- Objective Assessment: Patrick has demonstrated Listening Skills up to the 36 month range on the CASLLS
- Recommendation: Patrick should engage in listening activities that encourage the use of thinking skills to engage his background knowledge
- IEP Goals:
  - Patrick will complete auditory closure tasks with 80% accuracy in structured settings
  - Patrick will name an object given its function with 80% accuracy

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## Language: Semantics

- Objective Assessment: Patrick achieved a standard score of 80 on the Peabody Picture Vocabulary Test
- Recommendation: Patrick should be encouraged to learn new vocabulary through audition alone
- · IEP Goal:
  - Patrick will identify and produce 500 vocabulary words associated with the following themes: Tools, What Things are Made Of, Buildings, All Things around the House, Vehicles and Housecleaning
  - (see www.listen-up.org/oral/birgit1.htm)

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### Language: Syntax

- Observational Assessment: Analysis of a spontaneous language sample revealed limited use of question forms; however appropriate intonation patterns are observed
- Recommendation: Patrick should be encouraged to pair his appropriate intonation with standard English forms to signal a question
- IEP Goal:
  - Patrick will utilize the following question words in the context of an utterance of four or more words in obligatory context: Who?, Where?, How many?, What?, Why?

## Language: Pragmatics

- Objective and Observational Assessment: Patrick achieved standard scores within the normal range on expressive subtests of the CELF; but difficulty communicating functionally with peers is noted
- Recommendation: In order for Patrick to continue developing spoken language in line with his learning trajectory to date, he should have access to conversational practice with typically developing youngsters
- IEP Condition: Patrick will spend 2 hours per day each afternoon in the Red Door Nursery
- IFP Goat
  - Patrick will engage in 2 to 5 conversational turns with a peer about a familiar routine or shared activity

#### Speech

- Observational Assessment: Patrick was observed to delete word final consonants when speaking conversationally
- Recommendation: Patrick should be introduced to the auditory feedback loop as a means of improving discrimination of and then producing speech sounds
- IEP Goal:
  - Patrick will produce word final /s/, /t/, /p/ and /k/ in imitation of another speaker with 80% accuracy given an auditory only model

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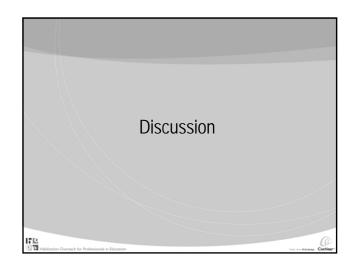
#### Additional IEP Elements

- Recommendations for classroom acoustics, related services, provisions for participation in the mainstream, and assessment modifications
- · Parent involvement
- · Professional development

#### **Summary**

- A good year-end report includes observational assessment as well as objective data
- All pertinent information is synthesized into a cohesive statement of impressions that takes the whole child into account
- This, in turn, drives the development of recommendations from which specific auditory, language and speech IEP goals can be generated





## **Upcoming Online Sessions**

- Visit www.cochlear.com/HOPE
- Upcoming sessions:

#### Monday, May 7, 2pm

Insurance Basics on Cochlear Implantation and Baha: Helping Parents negotiate the System

John McClanahan, Senior Director of Reimbursement, Cochlear Americas

#### Thursday, May 10, 2 pm ET

A Fresh Look at Getting Started with Auditory Skills
Ashley S. Garber, M.S., CCC-SLP & Mary Ellen Nevins, Ed.D.
HOPE Specialists





#### **Contact Cochlear**

- · Cochlear's website
  - www.cochlearamericas.com
- For inquiries and comments regarding HOPE programming, please contact
  - dsorkin@cochlear.com
- · Please send your feedback form to
  - hopefeedback@cochlear.com

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