

HOPE For Next Year: IEP Goals and Reports
 HOPE Specialists: Mary Ellen Nevins, Ed.D & Ashley S. Garber, MS CCC-SLP


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Introduction

Cochlear America's Commitment to Educational Outreach


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Our Presenters



Mary Ellen Nevins, Ed.D.

- Experienced teacher and teacher educator of deaf children
- Working as an educational specialist in the field of cochlear implants since 1987
- Co-author of three texts on children and cochlear implants



Ashley S. Garber, MS CCC-SLP

- Private practitioner specializing in aural habilitation services
- Over 10 years of experience with children and adults with hearing-impairment and cochlear implants in a variety of settings

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Agenda

- Introduction
- 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 Objectives
- Discussion

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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

Writing a Rich Year End Report

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

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



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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



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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












































































































































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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"



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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

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Reviewers' Work Group

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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 incumbent 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

 International Council for Professionals in Education

 Share your best ideas Cochran

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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

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



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Patricia Ann Ande

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



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Patricia Ann Ande

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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Patricia Ann Ande

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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Patricia Ann Ande

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?



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Patrick, Ryan, and Joseph

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
- *IEP Goal:*
 - Patrick will engage in 2 to 5 conversational turns with a peer about a familiar routine or shared activity



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Patrick, Ryan, and Joseph

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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Patrick, Ryan, and Joseph

Additional IEP Elements

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



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Patrick, Ryan, and Joseph

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

Discussion

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
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