

## ELJHS 2014 - Writing IPP Goals

For more information, check out Alberta Ed's [Individualized Program Planning Guide](#) on Google Drive:  
(ELJHS Staff -> Inclusion Resources)

*An IPP should outline the accommodations you are making for students with special needs.  
Most of the IPP has been created for you. You only need to create goals for your classroom.*

### How to create an IPP goal:

1. Review the student's IPP and Impact Assessment from last year.
2. Determine if they need an Academic Goal, Behaviour Goal, or both.
3. Meet with the SLT (Student Learning Team) and decide upon an Area of Development.
4. Consider how this will manifest in your classroom, and create a Specific Action Plan for your course.
5. The LAC teacher will write separate goals for LAC courses, but will consult with teachers.

### When possible, IPP goals should be:

**Specific:** written in clear language

**Measurable:** provides information for evaluating student achievement

**Achievable:** realistic for the student

**Relevant:** meaningful for the student

**Time-limited:** can be accomplished in a specific time period

You can structure your goals using the **ACT-How** structure.

#### **A**ction - What will the student do?

- Consider your course curriculum, and identify the most critical elements (rocks) of the course. What is your target skill or knowledge?
- Decide which of these critical elements will be the most difficult for the student to learn.

#### **C**ontext - How will they do it?

- How might the lessons or assessments be adapted for the student?
- Which classroom accommodations/programming considerations might be effective for the student

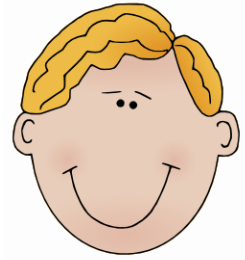
#### **T**erms - What are some specific outcomes?

- What are the expectations for success?
- What will the student and teacher focus on during the task?
- What will be the critical element for success?

#### **H**ow will you measure success?

## Jack: A Case Study

Jack has a FSIQ of 68 with severe problem involving working memory. His behaviour is appropriate. His SLT meets and decides that he only needs an **Academic goal**. They decide that his program will focus on essential outcomes from the various curriculums and that his program will feature various accommodations. They have create the following Area of Development:



“Jack will generate a basic understanding of class concepts by focusing on essential curricular outcomes in all of his classes.”

**Specific Action Plans** might look like any of these:

### ELA

**Action:** Jack will compose five business letters  
**Context:** using a word processor and graphic organizers  
**Terms:** with at least three complete, correct paragraphs  
**How:** Evaluation of writing sample using a rubric

*Jack will compose five business letters with at least three complete correct paragraphs using a word processor and graphic organizers with spell check.*

### SCIENCE

**Action:** Jack understand basic science concepts  
**Context:** using a study guide during modified assessments  
**Terms:** to a satisfactory level.  
**How:** Scores of 60% on modified exams

*Jack will understand basic science concepts using a study guide during modified assessments to a satisfactory level.*

### MATH

**Action:** Jack understand basic math concepts  
**Context:** using cue cards during activities and assessments  
**Terms:** to a satisfactory level.  
**How:** Scores of 60% on modified exams

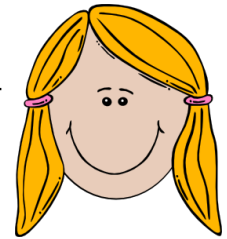
*Jack will understand basic math concepts using cue cards during activities and modified assessments to a satisfactory level.*

### SOCIAL

**Action:** Jack will craft 5 position paragraphs  
**Context:** using a word processor with spell check and graphic organizers  
**Terms:** explaining his understanding and opinion of Social Studies topics  
**How:** Evaluation of writing sample using a rubric

*Jack will compose five position paragraphs explaining his understanding and opinion of Social Studies topics using a word processor with spell check and graphic organizers.*

## Jill: A Case Study



Jill has been diagnosed with ADHD. Her cognitive abilities are at grade level. Her SLT meets and decides that she only needs an **Behaviour goal**. The SLT determines that she needs to focus her attention and avoid distracting others. They will use a sensory stool to aid her in class, as well as positive encouragement. All teachers have agreed on standard consequences for disruptive behaviour. There is an EA in the Math classroom, but that EA is assigned to another primary student. They have created the following Area of Development:

"Jill will focus on the task at hand and avoid disruptions in the classroom. "

Jill will keep an organized math notebook.

### BEHAVIOUR

**Action:** Jill will focus on language, math, science, and social tasks

**Context:** using sensory tools and teacher encouragement

**Terms:** with fewer than two disruptive outbursts each week

**How:** ABC Chart

*Jill will focus on tasks in all classrooms tasks using sensory tools and teacher encouragement, with fewer than two disruptive outbursts each week.*

### ORGANIZATION

**Action:** Jill will keep an organized math notebook

**Context:** with reminders from her teacher at the start of each class

**Terms:** using correct dates and precise handwriting

**How:** Daily EA notebook check

*Jill will keep an organized math notebook with reminders from her teacher at the start of each class, using correct dates and precise handwriting.*

# Sample Target Skills (Action<sub>CTHOW</sub>) for Inclusion Goals in Junior High

## **Social skills**

- Handling frustration appropriately
- Responding positively to directions and requests
- Using a pleasant tone of voice
- Increasing participation in recreational activities with peers
- Initiating and maintaining conversations

## **Self-advocacy**

- Identifying a goal and developing an action plan
- Increasing participation in the IPP process
- Proposing alternate assignments or assessment strategies
- Requesting accommodations
- Researching new solutions

## **Reading**

- Choosing books at appropriate reading level
- Increasing active participation in silent reading activities
- Increasing fluency
- Increasing sight word vocabulary
- Improving reading comprehension with narratives
- Improving reading comprehension with factual information
- Demonstrating effective use of textbook features

## **Writing**

- Improving legibility
- Increasing quantity
- Improving planning by demonstrating effective use of planning tools (including graphic organizers)
- Demonstrating effective use of proofreading strategies
- Building editing/revision skills (including using checklists)
- Developing persuasive writing skills

## **Research skills**

- Generating research questions
- Identifying sources
- Recording and organizing information (including using graphic organizers)
- Developing outlines
- Sharing research findings

## **Homework**

- Increasing homework completion rates
- Increasing independence in completing homework
- Improving quality of completed homework

## **Test-preparation and test-taking skills**

- Developing study outlines
- Demonstrating effective use of study strategies
- Developing and using study plans
- Reducing test anxiety
- Using test-taking strategies to improve achievement on tests
- Increasing test completion

## **In-class participation**

- Increasing readiness to work (including having needed supplies and books, starting to work without prompting)
- Increasing completion of in-class assignments
- Increasing independence in completing in-class assignments
- Increasing participation in class discussion
- Increasing number of questions asked in class
- Demonstrating effective use of note-taking strategies
- Organizing binders and other learning materials
- Improving participation in learning activities with a partner
- Increasing participation in small group activities

# Observable and Measurable Terms Used for Phrasing IPP Goals and Objectives

Able to	Explain	Practise
Analyse	Express	Predict
Apply	Follow (e.g., directions, rules)	Prepare
Arrange	Generalize	Print
Assess	Give (e.g., support, reasons)	Produce
Calculate	Greet	Propose
Choose (between, from)	Group	Rank
Classify	Identify (e.g., objects, emotions)	Rate
Compare	Illustrate	React appropriately
Construct	Indicate	Read
Copy	Initiate (e.g., conversation, activity)	Recite
Count	Interact	Relate
Create	Investigate	Repeat
Decide	List	Respond to
Define	Locate	Select
Demonstrate	Maintain (e.g., eye contact, self-control)	Share
Describe	Make	Show
Design	Match	Solve
Determine	Measure	Speak
Develop	Name	Specify
Differentiate	Order	State (e.g., names of, reasons for)
Discriminate	Organize	Take (e.g., turns, care of)
Discuss	Participate	Tell
Distinguish	Point to	Trace
Draw		Translate
Engage in		Use (e.g., time, manners, objects)
Estimate		Verbalize
Examine		Write

## Sample Accommodations (AContext<sub>THOW</sub>)

### **A. Seating**

- seat at front of class
- seat at back of class
- seat away from distractions
- locate near teacher
- allow student to stand rather than sit
- provide alternate workspace or workstation

### **B. Instructional Presentation**

- adapt pace of lesson
- break information into smaller steps
- highlight key points of information
- photocopy notes
- provide examples completed by other students
- provide regular review time in class
- colour code print material
- allow to learn information in smaller chunks

### **C. Assignment Completion**

- allow extra time
- allow use of calculator
- allow use of computer/laptop
- cover parts of worksheet
- provide checklist of steps to complete activity
- increase white space for answers
- reduce amount of information/questions on the page
- use computer to complete assignments
- ensure student records information in agenda

### **D. Attention Support**

- reduce materials on desk
- provide checklist for organizational tasks
- provide buddy to clarify missed information
- use nonverbal or verbal sign to cue student

### **E. Behaviour Supports**

- provide buddy to model appropriate behaviour
- provide positive reinforcement
- use agenda to communicate with other teachers
- use low key approach to intervention

### **F. Assessment and Evaluation Procedures**

- small chunks of information or simpler concepts
- use individual criteria to evaluate tasks
- allow extra time on tests
- allow a scribe or reader
- use notes or textbook during tests
- allow oral exams
- Reduce writing demands through:
  - use of word processor
  - use of scribe
  - allowing point form to replace paragraphs

### **G. Assistive Technology**

- laptop for writing
- ipad for writing
- text-to-speech software
- speech-to-text software
- sensory seating
- sensory tools

### **H. EA Instructional Accommodations**

- record class notes %
- monitor student understanding of content %
- reteach concepts
- read and explain text and handouts
- %monitor progress on assignments % %
- report to teacher any important information on student's progress
- support small group work
- % scribe for student
- % troubleshoot assistive technology

### **I. EA Management Accommodations**

- monitor student's on-task behaviour %
- track assignment (know what is due, when it is due, that student is handing work in)
- monitor binders/materials
- %deal with minor discipline issues/report larger issues to teacher