

New York Partnership for Statewide Systems Change Project

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**GUIDELINES FOR DESIGNING CURRICULAR & INSTRUCTIONAL
MODIFICATIONS TO ADDRESS IEP OBJECTIVES IN GENERAL EDUCATION**

by

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INTRODUCTION

This manual presents a process and a set of planning worksheets for Student-Centered Planning Teams to use in designing individualized curricular and instructional modifications.

The purpose of a Student Centered Planning Team is to implement a student's inclusive education IEP by planning the student's daily schedule and designing curricular and instructional modifications to address the student's educational objectives within the context of general education classes. This is usually a small and focused planning team. Members are those individuals who have active involvement, responsibility, and/or expertise in the individual student's program or needs. The team must include a general education teacher, a special education teacher, and appropriate related service providers. Parents should be given the opportunity and support necessary to fully participate. Initially, the team may need to meet on a weekly basis for 30-45 minutes. It may be possible to decrease meeting frequency as the team becomes more efficient in the planning process.

The process outline in this manual consists of six steps outlining a series of actions and decisions that need to be made by the Student-Centered Planning Team. It is intended to be used in a flexible manner by the team - feel free to modify and adapt the process and worksheets to meet your needs.

STEP 1: SELECT PRIORITY IEP OBJECTIVES

The teams initial planning activity is to target the priority IEP objectives to be addressed in the inclusive classroom. At times IEPs contain such extensive listing of objectives that they become cumbersome as a planning tool. The question for the team to ask is - "What would really make a difference in the quality of this students life." Parental participation and input is critical in this step. The resulting targeted objectives become the initial focus of planning and are entered into the left column of the form: Meeting IEP Objectives in the General Education Classroom.

STEP 2: IDENTIFY OPPORTUNITIES FOR MEETING IEP OBJECTIVES IN GENERAL EDUCATION

The daily rhythm and routine of general education classroom activities, both academic and non-academic, provides opportunities to work on the skills needed by many students with severe disabilities. The form entitled Meeting IEP Objectives in the General Education Classroom is a tool to assist the team in identifying these opportunities for a specific student.

In step one priority objectives were listed in the left hand column of this form. Now the team will record the daily schedule of activities and times in the age appropriate inclusive classroom along the top row of the form. Participation of general education staff is critical at this point. Members of the planning team who are not familiar with classroom routines should schedule periods of observation learn about routines and activities in general education classrooms.

The team then uses this matrix to identify possible times/activities to work on the students priority IEP objectives. The team may use a simple check mark to indicate a possible match between the students objective and the general education classroom activity. The team may also choose to use a coding system with a "I" indicating opportunities for formal instruction and a "P" indicating opportunities for the student to practice a previously instructed objective.

STEP 3: INVENTORY THE GENERAL EDUCATION CLASSROOM ACTIVITY

At times the planning team may want more detailed information about the structure of a particular activity in the inclusive classroom. The form entitled General Education Classroom Inventory can be completed by a designated team member through an observational session in the classroom. This form identifies what the teacher is doing, what students are doing, materials used, and student response modes. This information is often necessary for designing the curricular modifications in step four.

Another dimension of general education classroom activities relates to the consistency of the instructional activity structure from day-to-day and week-to-week. Some classroom subjects may have a fairly predictable structure over time - for example - a reading class that uses 20 minutes of silent reading of literature each day. Other classroom activities may have frequently shifting activity structures - for example - a science class that may have lectures, small group experiments, independent assignments, or videos each week. Classroom subjects or periods that have a predictable and consistent activity structure will require less ongoing planning by the team. In situations with less consistent activity structures the team will need to engage in more frequent planning, possibly modifying materials and procedures on a daily or weekly basis.

At times the current activity structure in the age-appropriate general education classroom may not appear to have many opportunities for active involvement in the learning process. This is sometimes evident in classrooms that use a very traditional approach to learning - with desks in rows, extensive lecturing and use of worksheets, dittos and objective tests. The team may choose to modify the structure of the classroom activity to encourage active learning by all students. Current innovations in general education that support this effort include: whole language and authentic assessment, cooperative learning, peer tutoring, computer-based instruction. The team may decide to seek resources and expertise within their school or district to begin to shift the activity structures to more fully engage the students in the learning process.

STEP 4: ASK A HIERARCHY OF CURRICULAR & INSTRUCTIONAL MODIFICATION QUESTIONS

Once the team has targeted some initial classroom activities/times for addressing the student's IEP objectives they need to consider what modifications in these activities need to be made for the student to meaningfully participate.

The form entitled Hierarchy of Questions for Selecting Curricular and Instructional Modifications guides the team in designing the curricular and instructional modifications that are the least intrusive necessary to work on the student's priority objectives. For each objective (or cluster of related objectives) the team asks the hierarchy of questions, brainstorms what the student would actually do, and identifies necessary supports and resources. Since the questions are arranged in a hierarchy - when the team arrives at a level of adaptation that provides for meaningful opportunities for participation and work on prioritized student objectives, the team stops and does not proceed to more intrusive adaptations.

STEP 5: IMPLEMENT MODIFICATIONS

While planning is important, the team should rapidly implement strategies y they are designed. These strategies may need minor modification and adaptation "on the spot." or may need to be revised in subsequent planning sessions.

STEP 6: OBSERVE, EVALUATE, & REVISE MODIFICATIONS

Adaptations and modifications should be evaluated and revised on an ongoing basis. The form entitled Evaluating & Revising Curricular and Instructional Modifications will assist designated team members in observing and providing feedback to the planning team.

General Education Classroom Inventory

Period: _____ Time: _____ Subject: _____

Goals of regular education students:

Sequence of Events / Activities / Interactions

What is the teacher doing? (e.g. giving directions, lecturing, setting up groups, questioning...)	What are the students doing? (e.g. listening, sitting at desks, sitting in groups, working independently, working with peer...)	Materials Used	Student Response Modes

Hierarchy of Questions for Selecting Curricular and Instructional Modifications

Activity / Subject: _____ Time: _____

Priority Objectives:

Hierarchy of Curriculum & Instructional Modifications	What would the student do?	Necessary supports / resources: Who is responsible to secure?
1. Can the student participate in the activity like any other student?		
2. Can the student participate in the activity with changes in materials, equipment, input/output mode, or skill sequence/rules? (individualized adaptations)		

* Adapted from Schuh, M., Tashie, C., & Jorgensen, C. (1981). Strategies for modifying and expanding curriculum for students with disabilities. University of New Hampshire.

Hierarchy of Curriculum & Instructional Modifications	What would the student do?	Necessary supports / resources: Who is responsible to secure?
<p>3. Can the student participate in the activity but work on different level material in the <u>same</u> goal area? (Multi-level curricular adaptations). This may also include individualized adaptations.</p>		
<p>4. Can the student participate in the activity but work on a skill from a different curricular area (e.g. communications, social, or motor skills)? (Curriculum overlapping). This may also include individualized adaptations.</p>		

Evaluating & Revising Curricular & Instructional Modifications

After implementing the modifications, observe the student and ask...

Is the student...	If not, how can you revise the activity structure?
___ Involved throughout the activity?	
___ Working on the identified priority IEP Objective(s)?	
___ Interacting socially as appropriate to the setting?	
___ Presented in a valued social role?	
___ Engaged in actions that have “congruence” with the class/ subject/activity taking place in the classroom?	

The process and forms contained in this module were adapted in part from the following resources:

Schuh, M., Tashie, C., & Jorgensen, C. (1991). Strategies for modifying and expanding curriculum for students with disabilities. Concord, NH: Institute on Disability. 6pp. Available from the authors, Institute on Disability, University of New Hampshire, 10 Ferry Street #14, Concord, NH 03301. Phone (603) 228-2084.

Vermont Interdisciplinary Team for Intensive Special Education. (1988). A planning and decision making process for meeting YEP goals in regular education activities. Burlington: University of Vermont.