Including AT in the Objective Statement

Sample Objective Statement #1: Sara

Sara is currently working on identifying and blending the sounds in consonant-vowel-consonant (CVC) words. She can read 26 CVC words in isolation. Additionally, she is practicing sight words, rhyming words, and word families. Her same-age peers are identifying, blending, and rhyming with consonant-vowel-vowel-consonant (CVVC) and consonant-vowel-consonant-silent "e" (CVCE) word families.

Sara can properly form 13 upper- and lowercase letters and can stay between the lines when given a space that is 1 ½' tall. She struggles with letter formation and placement of the letters on the lines. She currently uses raised, wide-line tracing paper over a paper with dashed-line letters. This helps her create a final product that looks similar to her same-age peers. Her same-age peers are able to form known letters appropriately without the use of tracing paper and dashed-line letter prompts.

Needs: Sara needs to increase the number of CVC words she recognizes. She also needs to recognize and properly form all 26 letters of the alphabet while staying within the lines on paper.

Strengths: Sara enjoys having books read to her and is able to retell story details. She volunteers to answer questions during class and has a vivid imagination.

Based on the above example, fill in the right side of the table with the sentences that satisfy the requirements listed on the left side of the table.

Question	Answer
Student's abilities	
Student's challenges	
How disability affects progress in the Gen. Ed. curriculum	
Comparison to same-aged peers	
Features of AT that enable access to the curriculum	
Description of success with AT (if currently being used)	

Sample Objective Statement #2: James

James uses a picture exchange system with 40 pictures to communicate his wants, needs, and preferences. James receives minimal verbal and nonverbal prompting to facilitate his communication needs. When asked to initiate communication with a peer, James needs three verbal prompts from a staff member before he starts the conversation by handing over a picture. James also uses a picture schedule to assist with transitions during the school day. He responds to changes in his daily schedule with inappropriate behavior (e.g., refusing to work, pounding on his desk, refusing to get out of his seat) 50% of the time.

Same-age peers are able to express their wants, needs, and preferences verbally and do not require a picture exchange system to facilitate communication. Peers are able to respond appropriately to change in the daily schedule and can maintain their own schedules by using student planners.

Needs: James needs to become more independent in initiating communication with peers. James needs to recognize changes in his daily schedule and respond appropriately (e.g. completing task, going to the appropriate classroom, not pounding on the desk.)

Strengths: When prompted, James is able to make a choice between three options when asked to choose a preferred activity. James can identify all 40 pictures when asked to point to certain symbols in his communication system.

Based on the above example, fill in the right side of the table with the sentences that satisfy the requirements listed on the left side of the table.

Question	Answer
Student's abilities	
Student's challenges	
How disability affects progress in the Gen. Ed. curriculum	
Comparison to same-aged peers	
Features of AT that enable access to the curriculum	
Description of success with AT (if currently being used)	

Sample Objective Statement #3: Aaron

Aaron is very sensitive to the environment around him. Background noises such as the heater, busy classroom environment, and the buzz of the fluorescent lighting are distracting to him and can interfere with his ability to focus. Aaron seeks out stimulation during class by fidgeting and rocking in his seat.

Same-age peers are not distracted by the background noises in the classroom and can maintain focus when these noises occur. Peers are able to sit in their chairs for periods of 45 minutes without needing to leave their seats. Aaron is commonly out of his seat up to eight times during a 45-minute period.

Needs: Aaron may benefit from ear plugs/head phones, a wiggle seat, fidgets, and /or heavy work tasks to help him maintain concentration in the classroom environment.

Strengths: Aaron currently participates on the school track team and excels in long distance races.

Based on the above example, fill in the right side of the table with the sentences that satisfy the requirements listed on the left side of the table.

Question	Answer
Student's abilities	
Student's challenges	
How disability affects progress in the Gen. Ed. curriculum	
Comparison to same-aged peers	
Features of AT that enable access to the curriculum	
Description of success with AT (if currently being used)	

Including AT in Goals and Objectives

(From Bateman and Herr. 2003, p.17)

A measurable IEP goal and objective/benchmark (GO/B) has the following characteristics: The BO/B…

1. Reveals what to do to measure whether the GO/B has been accomplished;

2. Yields the same conclusion if measured by several people;

3. Allows a calculation of how much progress it represents; and

4. Can be measured without additional information.

One way to check the goals you've written is to use STAMP, which stands for:

S — Student

T — Task

A — Assistive Technology

M — How it's Measured

P — Allows calculation of Progress

Example #1: Goal - Sara - Language Arts

Goal 1: While using a slant board and raised-line paper, Sara will be able to write all 26 letters in both upper- and lowercase form while staying within the lines on 3/4" wide-lined paper with 100% accuracy by the end of the school year.

Objective 1: While using a slant board and raised-line paper, Sara will be able to write 22 of 26 letters in both upper- and lowercase form while staying within the lines on 1" wide-lined paper with 80% accuracy by the end of the first grading period.

Objective 2: While using a slant board and raised-line paper, Sara will be able to write all 26 letters in both upper- and lowercase form while staying within the lines on 3/4" wide-lined paper with 80% accuracy by the end of the third grading period.

Based on the above example, fill in the right side of the table with the phrase from the goal that satisfies the requirements on the left side of the table.

Data Point	Phrase
Student	
Task	
Assistive Technology	
Measurement	
Calculation of Progress	

Example #2: Goal - James - Communication

Goal 1: When asked a question by a staff member or a peer, James will use his picture communication system to respond to the question with no more than one nonverbal prompt 100% of the time by the end of the school year.

Objective 1: When asked a question by a staff member or a peer, James will use his picture communication system to respond to the question with no more than one nonverbal and two verbal prompts 100% of the time by the end of the first grading period.

Objective 2: When asked a question by a staff member or a peer, James will use his picture communication system to respond to the question with no more than one nonverbal and one verbal prompt 100% of the time by the end of the third grading period.

Based on the above example, fill in the right side of the table with the phrase from the goal that satisfies the requirements on the left side of the table.

Data Point	Phrase
Student	
Task	
Assistive Technology	
Measurement	
Calculation of Progress	

Example #3: Goal - Aaron - Motor

Goal 1: When given access to a wiggle seat and hand fidgets, Aaron will get out of his seat no more than twice during a 45-minute class period for 80% of all classes by the end of the school year.

Objective 1: When given access to a wiggle seat and hand fidgets, Aaron will get out of his seat no more than five times during a 45-minute class period for 80% of all classes the end of the first grading period.

Objective 2: When given access to a wiggle seat and hand fidgets, Aaron will get out of his seat no more than three times during a 45-minute class period for 80% of all classes by the end of the third grading period.

Based on the above example, fill in the right side of the table with the phrase from the goal that satisfies the requirements on the left side of the table.

Data Point	Phrase
Student	
Task	
Assistive Technology	
Measurement	
Calculation of Progress	

Including AT as Supplemental Aids

When indicating under Special Factors that "yes" AT is considered necessary, Ed Plan requires you to add a Supplemental Aid. What information would you include in each field based on one of the sample students in this activity?

Adding Supplemental Aids Services from a List

Supplemental Aids	Number Session	Session Length	Start Date/ End Date	Training	Implementation
1	2	3	4	5	6

Box #	Response
1	
2	
3	
4	
5	
6	

Thinking about a student back at your school…

Write an objective statement that includes the need for AT.

Objective Statement:

Write a goal that incorporates AT into an area of need for the student.

Goal:

Complete the Supplemental Aids section for this student.

Supplemental Aids	Number Session	Session Length	Start Date/ End Date	Training	Implementation
1	2	3	4	5	6

Box #	Response
1	
2	
3	
4	
5	
6	